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ABSTRACT

The results of a 12-month research project are summarized including findings of reservation-based field studies at 12 Indian community colleges in Montana, Nebraska, North Dakota, and South Dakota. The project was conducted to provide the participating colleges with additional experiences in the use of research tools and methodology necessary for accreditation, to update existing institutional data, and to ascertain reservation socio-economic conditions. The project report contains six chapters which present (1) project objectives and activities; (2) the history and evolution of Indian community colleges; (3) the factors affecting economic development on Indian reservations and the role of the colleges in this development; (4) the tribal planning and programming areas through which colleges can coordinate their activities; (5) individual institutional profiles including a description of objectives, clientele, educational programs, and impact studies; and (6) a summary of the accreditation status and planning activities at eight colleges. The report concludes with an evaluation of the project's success in meeting stated objectives, a summary of the importance of colleges in tribal planning as revealed in the project, and a discussion of a further study to increase the role of the community college in tribal development. (Author/JP)

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FINAL REPORT

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM RESEARCH PROJECT TO STRENGTHEN LOCAL ECONOMIC AND HUMAN RESOURCE DEVELOPMENT THROUGH INDIAN COMMUNITY COLLEGES IN THE OLD WEST REGION

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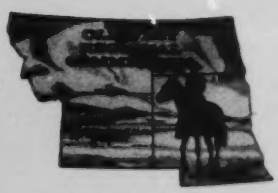

OLD WEST REGIONAL COMMISSION

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American Indian Higher Education Consortium

FINAL REPORT

AIHE Consortium Research Project to Strengthen Local Economic and Human Resource Development Through Indian Community Colleges in the Old West Region

By

PERRY G. HORSE
Principal Investigator

March 1979

The work upon which this report is based was performed pursuant to Contract No. 10876186, the Old West Regional Commission. It does not, however, necessarily reflect the views of that agency.

American Indian Higher Education Consortium, Inc.
1626 High Street
Denver, Colorado 80218

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ABSTRACT

This report is the culmination of a 12-month research project involving reservation-based field study on the status of twelve Indian community colleges in the Old West States of Montana, Nebraska, North Dakota and South Dakota, and two months of data collation, analysis, and writing by the Central Office of the American Indian Higher Education Consortium. The project also aimed at ascertaining the impact being made by the Indian community colleges on the development of economic and human resources on their respective reservation areas; a discussion of their potential future impact, or role, is also included.

The project dealt with 3 primary tasks: 1) Inventory Relevant Tribal Planning and Programming; 2) Update Existing Institutional Data; and 3) Describe the Planning and Accreditation status of eight selected Indian community colleges.

To accomplish these tasks, 8 objectives were set:

1) provide a salaried position at the reservation site;

2) promote communications between colleges, communities, and tribal offices for the cooperative development of economic and human resources;

3) inventory existing educational training programs;

4) describe educational planning;

5) inventory and update existing institutional data;

6) identify areas of educational underdevelopment, providing guidelines for better serving the needs of the community college constituency;

7) enhance the planning and accreditation efforts of the community colleges, and

8) conduct student tracking studies for analysis and documentation of the educational impact of community colleges for institutional planning and evaluation.

This report includes a description of the overall project; a review of the history and evolution of Indian community colleges; a discussion on factors affecting economic development on Indian reservations and the role of the colleges in such development; a description of relevant tribal planning and programming; institutional data

profiles, and a summary of the accreditation status and planning activities of eight colleges. The report ends with some concluding remarks.

The project was successful in meeting the letter of objectives that were set. For example, the scope of Objective 2 became larger than was anticipated resulting in an extensive discussion on the possibilities of enhancing reservation-wide economic and human resource planning and development through more cooperative efforts between the Tribes and the colleges. This was perhaps one of the most important findings--tribal leadership is looking to the community colleges to take a broader and more active role in overall reservation development; obviously, the degree of this type of expectation varies from one reservation to another, but it is seen as an emerging priority.

Another result of this project is that all of the participating colleges are more sophisticated regarding the research process and its importance to institutional planning than they were one or two years ago. In most cases, the project has helped them move closer to achieving independent accreditation (candidacy) status in terms of amassing the necessary data and information preparatory to completing the institutional self-studies that are required for accreditation purposes.

Finally, this report will be a useful reference document for every Indian community college in the nation; it will also be useful for those Indian Tribes who are only now contemplating the possibility of establishing community colleges on their respective reservations.

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PREFACE

The growth of tribally-controlled community colleges is one of the most impressive success stories in the history of American Indian education. These institutions emerged on the educational scene during the late 1960's and early 1970's. Since then, their development and proliferation has been a growing phenomenon. Outside of Indian education circles, however, little is known about them.

This report is one of the few compilations of information and data about Indian community colleges. And while it covers the status of only 12 of the existing Indian community colleges in the country, it is a significant report because it represents a beginning step in the direction of systematic research and data gathering conducted by reservation-based institutions.

ACKNOWLEDGMENTS

This final report on the 1978 AIHEC/Old West Project represents the efforts of many individuals. It is perhaps most appropriate to first acknowledge the contributions of the field data coordinators and the local reservation people who participated in various aspects of the study, as well as the administrators, faculties, and students of the participating colleges. This report is an extension of their efforts and reflects in part their commitment to furthering the concept of reservation-based postsecondary educational insitutitons.

In developing this report, the author has drawn on a diversity of viewpoints, expertise, and talent. In particular, the contribution of Dr. Robert L. Sullivan, Director of the Center for Economic Development at North Dakota State University is acknowledged. Also, thanks go to individual staff members of the American Indian Higher Education Consortium (AIHEC) for their support, encouragement, and critique: Leroy V. Clifford, Executive Director; Richard V. Nichols, Director of Accreditation, and David A. Lee, Controller.

Finally, special thanks are extended to Mary Rose Moran, Project Assistant, for her patience, enthusiasm, and invaluable assistance throughout the project.

INTRODUCTION

In March of 1978, the Old West Regional Commission contracted with the American Indian Higher Education Consortium (AIHEC) to carry out a project titled: AIHE Consortium Research Project to Strengthen Local Economic and Human Resource Development through Indian Community Colleges in the Old West Region.[1] To carry out this contract, the Old West Regional Commission provided $150,000 for personnel, facilities, materials, travel, and services. Participating in the project was the AIHEC central office in Denver, Colorado, and 12 Indian community colleges in the Old West states of Montana, Nebraska, North Dakota, and South Dakota. The AIHEC central office provided overall coordination for the project and took responsibility for collating and reporting on project data. But field work and data collection were carried out at the reservation level, each of the 12 colleges utilizing project funds to employ a field coordinator/researcher.

Eight specific objectives were laid out in the contract between the Old West Regional Commission and AIHEC; these objectives and the activities carried out to achieve them will be detailed further on under the chapter heading: the 1978 AIHEC/Old West Project. But, suffice it to say for now that three primary purposes animated the second AIHEC/Old West Project. First, the project aimed at providing the participating community colleges with additional direct experiences in the use of research tools and methodologies; to become fully accredited institutions -- and all of the community colleges are moving toward this goal -- the development of institutional research capabilities is mandatory. Second, the project aimed at enabling the colleges to obtain the additional data required for an institutional status study; this study, in turn is required as part of the accreditation process. Third, and perhaps most important, the project was aimed at ascertaining reservation socio-economic conditions. This last is essential for meaningful community college planning and development since education and economics are intertwined on the reservation. It is also essential if the colleges are to provide active, direct assistance in reservation socio-economic development, a role envisioned for them at the time of their founding.

This report details the work carried out and the results achieved in the second AIHEC/Old West project. Following a brief description of the objectives of the project and the type of activities carried out to achieve these, the report provides an historical overview of the Indian community college movement. This overview places primary emphasis on three topics: the founding and continuing evolution of the Indian community colleges, including the establishment of AIHEC; the unique philosophy which underlies the Indian community college movement; and finally, the specialized

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[1] The project reported on here is the second carried out under a contract between the Old West Regional Commission and the American Indian Higher Education Consortium. In November of 1976, the Commission also provided funds to AIHEC for a reservation-based project in which 9 Indian community colleges in the Old West Region participated -- there wer fewer Indian colleges in the Region in 1976. The primary purpose of the project was to enable the participating colleges to develop a basic educational data and demographic base for their respective reservations -- a necessity for accreditation. A secondary purpose was to provide experience to the colleges in the use, or adaption, of research tools and methodologies.

role the Indian community colleges are expected to play in reservation development. This last is particularly important. Unlike their white counterparts in higher education, the reservation community colleges will not focus solely on upgrading human resources on the reservation; the colleges will also be expected to take an active role in overall reservation socio-economic development. The third chapter of this report, Reservation Economic Development; Barriers and Opportunities and the Role of the Indian Community College; is devoted to this topic.

Chapters 4, 5, and 6 deal with: 1) tribal planning and programming, 2) the presentation of institutional data, and 3) a description of ongoing institutional planning and accreditation. The report ends with concluding remarks and suggests a possible third AIHEC/Old West project.

One final point should be noted before turning to the body of the report. As will be apparent throughout, the Indian community colleges are a distinct subset of developing institutions. Not only do they differ from other non-Indian developing institutions, they also differ from one another. More importantly, the existence of these differences is not a matter of chance but a necessity. If the Indian community colleges are to rise to the challenge of responding to the needs of the reservations they serve, they must differ accordingly.

CHAPTER 1

THE 1978 AIHEC/OLD WEST PROJECT

The 1978 project was an extension of the previous year's phase with some modifications, including the participation of more colleges. Programmatically, it rested within the bailiwick of the Research and Data component of the AIHEC central office, whose director [2] conceived the project and worked with representatives of the Commission in negotiating provisions of the funding proposals. The Old West Project played an instrumental role in helping the Consortium to bolster its activities in the program area of research and data.

The project had an underlying purpose of acquainting Indian reservation people with research activities on a firsthand basis. Attitudes about research among Indian people vary from tribe to tribe, depending on the nature of the investigation. Generally, these attitudes tend to have negative connotations. This may be due to the fact that Indians as a group are inexperienced in professional research work. Also, there are some lingering ill feelings caused by non-Indian historians and anthropologists who at times created a sense of exploitation or over-exposure to study. Whatever the reason, it is likely that until Indians have an opportunity to become familiar or comfortable with research on their own terms, such negative attitudes will not be easily dissipated.

The project was essentially a data gathering and program inventory exercise. It promoted the idea of Indian involvement. It provided practical experiences for the field data coordinators and their local peers, experiences that could stimulate a beginning shift in attitudes about reservation-based research. Ultimately, though, it is fairly clear that "research" will probably have to be institutionalized on reservations in some manner before it is fully accepted as a legitimate planning or scholarly activity in those environments.

A description of the project's specific goals, objectives, and activities is contained in the ensuing pages of this chapter. No attempt has been made in this segment of the report to analyze the data. It is a straightforward description of the project from start to finish highlighting the salient aspects of specific kinds of activities that were carried out to meet the project's objectives.

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[2] Roberta M. Wilson was the Research and Data director in AIHEC,s program year of 1977-78. Funding for the Research and Data component expired with the Title III program year ending September 30, 1978; AIHEC's primary funding source is Title III of the Higher Education Act, Developing Institutions Program, administered through the U. S. Office of Education.

Objectives and Goals of the Project

GOALS: - - InventoryRelevant Tribal Planning and Programming
- - Update Existing Institutional Data
- - (Describe) Planning and Accreditation Efforts

To meet these goals, the following objectives were set:

1) To provide a salaried position at the reservation site,

2) To promote communications between college, communities, and tribal offices for the cooperative development of economic and human resources,

3) To inventory existing educational training programs,

4) To describe educational planning,

5) To inventory and update existing institutional data,

6) To identify areas of educational underdevelopment, providing guidelines for better serving the needs of the community college constituency,

7) To enhance the planning and accreditation efforts of the community colleges, and,

8) To conduct student-tracking studies for analysis and documentation of the eduational impact of community colleges for institutional planning and evaluation.

In analyzing their educational programs [3] eight of the participating colleges were to address the following questions:

What are the educational outcomes and how far do those involved in planning educational experiences diverge in substance and priorities from those expectations?

Is there a clear relationship betw[illegible] the expressed functions and purposes and the curriculum designed to attain them?

How is a new curricular proposal developed, considered at decision-making levels and finally adopted?

[3] American Indian Satellite Community College; Cheyenne River Community College; Fort Berthold College Center; Little Hoop Community College; Oglala Sioux Community College; Standing Rock Community College; and Turtle Mountain Community College.

Orientation of Field Data Coordinators

A project orientation session was held on April 11-13, 1978, in Boulder, Colorado, to explain the project's goals and objectives, to discuss administrative procedures, and to otherwise acquaint the field data coordinators with their jobs under the project. (Appendix 1 is an agenda for the orientation session.) The orientation was conceived initially as a key element of the project in that it focused on the role of the field data coordinators. While the orientation was viewed as an important aspect, subsequent on-the-job experience showed that it was not necessarily a critical factor in all cases. As it turned out, the relative degree of sophistication of the field data coordinators in terms of research and analytical skills varied considerably. But this was given, due primarily to the general lack of experience in research work among the Indian population noted earlier.

The orientation covered things such as: rules and regulations; office procedures; payroll information; project history; review of the contract; letters of agreement; review of 1977 data; definition of research in reservation settings; discussion on surveys and needs assessments; adaption of instruments, and an overview of the accreditation process.

Communications and Reporting Procedures

The procedures that were established initially to promote communications among the Indian colleges, the AIHEC board of directors, and the Old West Regional Commission were modified during the course of the project. For instance, the newsletter was discontinued after publication of two issues. This was occasioned in part upon termination of the Media/Communications Specialist position and subsequent reprogramming of those monies in favor of a Project Assistant. These changes were made with approval of the Commission's designated Project Coordinator. Three quarterly progress reports were submitted to the Old West Project Coordinator on June 15, September 15, and December 15, 1978, respectively, as required under Article 2-6 of the contract.

Informal communications among all parties concerned were facilitated by telephone and mail, or, in the case of AIHEC personnel, at occasions such as board meetings or site visits. The AIHEC Board of directors was kept continually informed by the Principal Investigator at their regularly scheduled meetings.

The flow of information between the field data coordinators and the AIHEC central office was primarily by telephone, supplemented by timely written communications or site visits. Site visits were not as frequent as they might have been due to the heavy demand on the Principal Investigator's time in other areas of responsibility.

Project Supervision/Administration

The project was conducted under the direction of the principal investigator, who was responsible for monitoring, overseeing, or carrying out all aspects of the project on behalf of the American Indian Higher Education Consortium. The official project Director's role was assumed by the Consortium's executive director, who shared administrative and some program monitoring responsibilities with the principal investigator. A project assistant position was created to help with clerical and administrative tasks. These individuals were based in Denver.

Supervison of the field data coordinators was provided on-site by local college administrators, with overall guidance and technical assistance from the principal investigator. The project was set up to allow maximum latitude for the field data coordinators to carry out their tasks. This promoted the philosophy of attaining the project's goals through local input based on local needs. Circumstances at each site dictated the range and depth of the field work. That is, all aspects of data collection were not the same at all locations. Each participating college determined its own approach to the tasks at hand in terms of priorities and emphasis. Collectively, however, the field data coordinators tended to follow similar work patterns depending on their orientation to the project. As noted earlier, many of them came to the project well into the program year.

Monitoring of field activities proved to be a difficult task. This was because of distances and lack of uniform reporting methods. On-site visits were impractical on any consistent basis because of the far-flung locations of the colleges. Apparently specific data reporting mechanisms were not prescribed by the contract and were not addressed adequately during the initial orientation session in terms of formats. Thus, at any given time it proved difficult to follow the exact progress at each site vis-a-vis the contract requirements, by task. A reporting format was suggested by the principal investigator in early October of 1978, but by then the project had reached a point where reporting formats could not be standardized effectively. A "Checklist of Tasks Completed" was developed instead to address the problem.

Field Activities

As mentioned earlier, the field data coordinators were free to exercise considerable discretion in using specific methodologies or approaches in carrying out their tasks. The April 1978 orientation session suggested certain methodologies, but the on-site data coordinators were encouraged to make adaptions as appropriate to fit their local circumstances. No methodology was specified in the contract. This situation resulted in a wide range of field research activities which, for purposes of this project,

were quite appropriate but which also had a bearing on the qualitative and quantitative aspects of the data collected.

The data coordinators were selected by the participating colleges. No attempt was made by the AIHEC central office to influence this process. It was felt that the colleges should assume responsibility for selecting people whom they judged to be best qualified given their knowledge of local circumstances vis-a-vis the requirements of the project. In this way, too, maximum input was obtained from the colleges in furtherance of the self-determination concept.

Based on periodic feedback from college administrators and data coordinators, field activities progressed reasonably well. Local conditions tended to dictate the extent of specific problems with regard to data gathering, particularly those aspects dealing with community surveys and/or needs assessments. For example, the distance factor on many of the reservations, weather conditions, roads, lack of telephones, etc., inhibited convenient contact with the local populace. Activities that focused on institutional and tribal administration programs, on the other hand, were less of a problem in terms of access to information sources.

Basically, the field activities were guided in large part by each college's data needs in relation to their respective data bases. In other words, some of the colleges were farther along in the accreditation efforts, for instance, than others. Some were second year participants in the Old West project, thereby having accrued institutional data in a more or less systematic manner. Still others had to "start from scratch". In most cases, the raw data accrued under this project was in direct relation to the level of development of each participating institution; the older colleges had more data, the newer ones had less.

Fiscal Control

Responsibility for fiscal management of the project rested with the Controller, Principal Investigator, and Executive Director of the Consortium. The controller prepared periodic (usually quarterly) expenditure reports, paid bills, monitored cash flow, and supervised preparation of the payroll. Budget control and/or budget modifications were handled by the principal investigator in consultation with the project director and the Commission's project coordinator. Salary checks for the field data coordinators and project assistant were issued bi-weekly, on submission of approved timesheets. A copy of the approved budget is appended with the final expenditure report. Modifications were made in some of the budget categories during the course of the program year with approval of the Project Coordinator as appropriate. From a management standpoint, all aspects of fiscal control were quite satisfactory.

Problem Areas and Wrap-Up Activities

Mentioned earlier was the difficulty encountered in monitoring field activities of the reservation-based data coordinators. A concomitant problem was the high incidence of turnover in those positions at a few locations. In that the colleges assumed responsibility for selecting these individuals, the AIHEC central office had virtually no control over local circumstances affecting such turnover. This was a problem only insofar as it caused a disruption in the flow of work locally and/or gaps in some of the data and information categories. These instances, where applicable, are noted in Chapter 5. It should be understood clearly, though, that the great majority of the participating colleges did not experience major difficulties with the data coordinator positions in terms of turnover.

Aside from specific knowledge of on-site difficulties experienced by some of the data coordinators, the overall project functioned well. At the AIHEC central office level, it is worth mentioning that staff turnover occurred approximately at the halfway point in the 1978 project resulting in a change of principal investigators.[4] There was a relatively short time remaining for completion of the field activities--approximately 2½ months--at that juncture. This in itself did not impose an unreasonable burden on those affected but it was a factor in terms of constraints on the latter principal investigator's time in relation to the project and his other administrative and program responsibilities.

Wrap-up activities in the field occurred at most locations in late December and early January. The holiday period and resulting leave taken by the data coordinators delayed submission of the final reports from the field to the Denver office. The third quarterly report was submitted to the Commission's project coordinator on December 15. At that point, it was necessary to request extensions of time for four institutions due mainly to local staffing problems discussed previously. The extensions were until approximately January 25, 1979. Otherwise, the flow of data from the field continued through January up to early February, at which point work on the final report began in earnest.

[4] Mr. Perry G. Horse, Associate Executive Director of AIHEC, assumed the role of Principal Investigator for the project effective September 28, 1978. The former Principal Investigator resigned earlier.

CHAPTER 2

INDIAN COMMUNITY COLLEGES; AN OVERVIEW

An overview of the founding and continuing evolution of Indian community colleges is essential to understanding their status and role in today's society. For neither the status nor the role are crystallized as yet. The community colleges are in a state of transition. Metaphorically speaking, they resemble Sociology's marginal man. They are somewhere between the traditional non-Indian model of higher education and a distinctly Indian model. Interestingly enough, as the community colleges move toward this distinctly Indian model, they begin to look more and more like the original concept of a community college, a concept which has been almost totally lost sight of in non-Indian post-secondary education.

The Indian Community Colleges; An Historical Chronology

Several distinct factors underlie the development of Indian community colleges. To begin with the most obvious, non-Indian institutions of higher education simply proved to be inadequate to the needs of Indian people, particularly on the reservation. Even in those instances where there was the best of will, where a non-Indian institution had made a committment to bringing more Indians into higher education, the record was dismal. Older Indian people were simply unable to take advantage of these distant institutions. And even among new high school graduates, many matriculated but few finished. Not only did the non-Indian institutions of higher education fail to understand the academic handicaps of Indian students whose primary and secondary education had been in reservation schools, they were completely oblivious to the social and psychological meaning of a reservation background---of, in effect, years of second class citizenship. They were also oblivious to the necessity of gearing their educational efforts to Indian values and traditions. To be sure, "Indian Studies" programs were set up at a number of non-Indian institutions of higher education. But these turned out to be a combination of what non-Indians thought Indians were about and a great deal of counseling. Even in the best of the non-Indian institutions, institutional expectations remained the same: Indian college graduates would be educationally indistinguishable from their white peers.

The second factor underlying the Indian community college movement grew, at least partially, from the failure of non-Indian institutions of higher education to meet Indian needs. In effect, Indian educational leaders began asking why. And when with the emergence of the concept of self-determination, it became possible for Indian people to begin taking control of their own destinies, education was a first priority. Since the traditional non-Indian approach to higher education had failed---witness the dropout rates ---perhaps another approach was called for. Perhaps the Indian people needed to begin working toward a concept of education based on Indian values and

the anticipated outcomes would be the same: Indian graduates would be educationally equal to their white counterparts. But the process would be different. Indian students would not have to make a choice between either doing without higher education or being stripped of their Indianness.

The third factor underlying the development of the Indian community college was--and is--the need for resident expertise on the reservations. With the emergence of the concept of self-determination, Indian people were allowed, at least theoretically, the opportunity to undertake the development of their own people and resources. Economic betterment became the key to improving the reservation situation. And federal agencies competed with one another to assist. Outside consultants were brought in; industrial parks were built; various federal agencies took turns at trying out schemes for improving the lot of people on the reservations, e.g., EDA and its motel period; large corporations, particularly those in the energy business, began bargaining with tribes for their natural resources. But, as had been true for efforts to transplant traditional non-Indian educational systems to the reservations, efforts at transplanting non-Indian models for economic development failed. At best, they proved fruitless; at worst, they proved very costly to the tribes. Inevitably, Indian people began to recognize that self-determination required more than access to federal funds. It also required expertise, expertise that could only rarely be provided from outside the reservation. Where could it come from? It became apparent that it must be developed and based locally; and where better to base this local expertise than within the Indian community colleges.

In 1968, the Navajo Nation established the first tribally controlled institution of higher education in the United States, Navajo Community College. The establishment of Navajo Community College reflected the fact that self-determination was in the air and that the concept had been seized upon by knowledgeable Indian leaders as an opportunity to bring about educational change at every level, as an opportunity to base Indian education on local concerns and needs.

In 1970, President Richard Nixon formalized the concept of self-determination when, in a major Indian policy address, he announced that self-determination would be the guiding precept for relations between the United States govenment and the various American Indian tribes and Alaska natives. Once formally committed to self-determination for Indians, the federal government opened, however reluctantly, the doors to Indians controlling their own destinies. In education, the impact of this policy was far-reaching. Its impact was felt first at the elementary and secondary levels with the advent of tribal contract schools, wherein Indian tribes contract with the Bureau of Indian Affairs to run elementary and secondary schools previously operated by the BIA.

On the post-secondary level, tribes such as the Rosebud Sioux, the Oglala Sioux the Turtle Mountain Chippewa, and the Standing Rock Sioux established higher education centers, which eventually evolved into the present day tribally-chartered community colleges.

In 1972, six of these tribally-chartered community colleges formed the American Indian Higher Education Consortium (AIHEC).[5] AIHEC became operational in October, 1973, at which time a central office based in Denver, Colorado, was established and staffed for the purpose of providing or facilitating technical assistance and training programs to assist in the development of the AIHEC member schools. Since then, the rapid proliferation of Indian community colleges is reflected in the growth of AIHEC's membership from the original six to the present 16 member colleges. (There are also several non-AIHEC Indian colleges).

In 1975, Public Law 93-638, the Indian Self-Determination and Education Assistance Act, was signed into law by President Ford in January. During Congressional deliberations prior to passage of P. L. 93-638, AIHEC worked to call attention to the developmental needs of the fledgling Indian colleges by testifying in Congress in support of the establishment of a legislatively mandated funding base for them. A proposed section of the measure to that effect was eliminated, however, in the final version of the Bill. Instead, a provision was included under Title II, Section 203.4, which instructed the Secretary of the Interior to prepare a report with "a specific program, together with detailed legislative recommendations, to assist the development and administration of Indian-controlled community colleges".

During the summer of 1975, AIHEC, under contract with the Bureau of Indian Affairs, completed a survey on the status of Indian community colleges including information on plans being made by other Tribes to establish community colleges. The purpose of the survey was to provide the Bureau of Indian Affairs with factual data on which to base the specific program and legislative recommendations called for in P. L. 93-638. However, the Bureau effectively ignored the P. L. 93-638 mandate and managed to delay submitting their recommendations indefinitely. Thus, the Indian colleges were faced with an impasse in their efforts to secure a stable funding base through federal legislation. This situation remained static until the second session of the 94th Congress, when the first of several bills was introduced in both the House and Senate on behalf of the Indian community colleges.

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[5] The orginal members of the American Indian Higher Education Consortium were: Hehaka Sapa College at D-Q University; Navajo Community College; Lakota Higher Education Center (now Oglala Sioux Community College); Sinte Gleska College; Standing Rock Community College; and Turtle Mountain Community College.

Throughout the entire legislative development process, AIHEC continued to play an instrumental role in providing information and data. At the specific request of Congress, AIHEC Board members and staff gave testimony at the various hearings. In addition, AIHEC worked along with other supportive organizations such as the National Congress of American Indians, the American Association of Community and Jr. Colleges, the National Education Association, the National Indian Education Association, and, of course, those American Indian Tribes and Alaska Native groups that were directly affected. These efforts came to successful fruition on October 17, 1978, when President Carter signed into law P. L. 95-471, the Tribally Controlled Community College Assistance Act.[6]

The demand for accessible educational opportunities in Indian community colleges continues unabated. The tide of migration to the cities during the 1950's and 1960's seems to have receded considerably, particularly since the Bureau of Indian Affairs has deemphasized its policy of relocation. In fact, there is a noticeable tendency among the majority of Indians to remain on, and to return to, their ancestral homelands. It is this segment of the Indian population that are and will continue to be the primary beneficiaries of Indian controlled education programs. It is this segment that constitutes the demand pool.

The Indian Community College and Indian Education

Indian higher education as exemplified in the Indian community colleges has been described as being in a state of transition. Both it as well as primary and secondary Indian education are still strongly influenced by the "standard" non-Indian approach. Moreover, what has passed for Indian education over the years has been a pre-determined prescription geared to non-Indian consciousness. It has been a confused prescription. What Indians have had is a hodgepodge of variously modified American approaches that, in turn, are variations on Western European educational philosophies and practices. This hodgepodge was transplanted into the reservation chiefly through the Bureau of Indian Affairs although Christian missionaries also played a role. In both cases, however, Indian education was reduced, at bottom, to the imposition of alien values and constructs on the Indian People.

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[6] Reliance on federal support is not viewed by Indian colleges in the same adverse context as sometimes expressed by non-Indian institutions, particularly private schools. Indian Tribes and their institutions tend to view federal support as a natural or logical extension of the trust responsibility of the federal government to Indians established through Treaties, Executive Orders, and Supreme Court decisions. The concept of government-to-government relationships in a domestic setting, i.e., in the United States, is one that is difficult for many non-Indians to accept or understand. Yet it is this fundamental principle that underlies federal Indian law and policy. It is this principle, too, that bolstered the passage and enactment of P. L. 95-471.

At the same time, no contemporary Indian educational leaders are naive enough to believe that the road to developing an unique concept of Indian education will be an easy one. Recognizing the need for this development is a first step. But from primary through post-secondary levels, Indian education is still at a formative stage. Much remains to be done. Indian educational leaders can describe the outcomes they wish to achieve. But developing the system or processes by which these outcomes can be produced is much more difficult. Indian education is an elusive concept.

Moreover, compounding the difficulty of formulating a definitive concept of Indian education is the sheer range and diversity of Indian tribes. Their diverse histories, traditions, and languages present a formidable obstacle. Indeed, to say that there will never be an Indian education with an intertribal common content, is a truism. At the same time, however, there are commonalities among the different tribes. Certain values, certain ways of looking at the world and man's place in it are common to all Indian people. These commonalities may provide enough of a foundation to erect a distinctively Indian system or process of higher education, a system that would be equally effective on the Navajo or the Northern Cheyenne reservations.

Indian tribes or organizations have taken the initiative to implement their specific versions of Indian education. This is evidenced by the existence of tribally-controlled contract schools; survival schools in urban settings, and, most recently, tribally-controlled community colleges. Indian educational leaders realize, however, that in addition to tribal differences, there are some significant challenges facing those who would pursue the goal of formulating a definitive concept of Indian education. Some of the new developments in education resemble some of the less effective efforts at progressive or open education in the white world. Indian leaders have no desire to trade non-Indian traditional education for non-Indian progressive education.

On the individual tribal level, several things are happening. First, attempts to establish alternative educational practices are being explored. Most of the attempts have focused on the establishment of demonstration schools at the primary and secondary level. But it is not clear how such locally-focused demonstration schools fit into an overall Indian education construct aside from such obvious aspects as dealing with specific community issues and giving tangible evidence that Indians are indeed capable of running their own schools.

Second, to an increasing degree, reservation schools, both those under tribal contract and the remaining Bureau schools, are being staffed by newly trained Indian teachers. Admittedly, changes in staffing are not equivalent to change in the educational system. But even though their training has been within the framework of the non-Indian educational system, these new Indian teachers represent an important force for future change.

Third, the Indian community colleges have specifically recognized their responsibility for responding to the needs of the reservation community. And part of that recognition is the realization on the part of the colleges of their potential to chart some new directions in Indian education. The community colleges have and will continue to maintain a leading role in reservation-based Indian education. Tribal leaders expect them to play this role and their stated philosophies are in keeping with it.

So what can be said about Indian education in 1979? Indian people everywhere are looking at developing their own educational system in order to retrieve those aspects of their Indianness previously lost in the shuffle of going through the American system. This will be a gradual process since old habits are hard to break, and the inroads made by many decades of forced assimilation have taken their toll. But Indians have proven their resiliency and their ability to survive. And now they are exhibiting a fierce determination to hold on to what is left of the old ways. It remains to be seen what future impact will be made by the Indian colleges. It is clear, though, that the potential for effecting change rests with these fledgling institutions. For it is at the community or tribal level that real educational experiences occur in terms of the specifically Indian things of life.

The Indian Community Colleges and Reservation Development

Mentioned earlier was the fact that part of the impetus for the development of the Indian community colleges was the need for resident expertise on the reservations. The last 10 to 15 years has seen a considerable increase in federal funding aimed at reservation development; self-determination led to further increase in this funding. By and large, however, these efforts have not been successful. Large amounts of both federal and tribal dollars have been spent but the payoff in terms of economic development on the reservations has been very small. A number of factors enter into this lack of success, e.g., the fact that most reservations are remote from major market areas; and it is difficult to determine the exact importance of each in the total equation. But it has become very clear that a lack of expertise in the area of reservation development has been a major factor. Many outside consultants have been brought in, but too often their advice has been worse than useless.

The problem has been that the great majority of these consultants from the non-Indian world have no knowledge of Indian people and reservation life. This has resulted in some very unfortunate and costly efforts at what might be termed macro economic development, e.g., every reservation should get into the tourist business, when what was needed was a micro approach, an approach that recognized the

uniqueness of each reservation and attempted to take both the reservation's natural resources and the desires of tribal members into account.[7]

Clearly, the Indian community colleges are in a position to correct this situation. In some instances, they can supply the needed expertise from within their own staffs. And even in those instances where expertise must be sought outside the reservation, Community college staff can work directly with the outside consultants to assure that their work takes account of the unique situation on the reservation. Put simply, the Indian community colleges are, and should be, moving towards becoming the technical assistance and training arm of their respective tribes. (Indeed, at Turtle Mountain the Tribal Council has specifically recognized this to be one of the functions of the Turtle Mountain Community College.) In this capacity, they would work closely with the tribal planning and development office and they would take an active role in determining and helping implement reservation development opportunities.[8]

No other entity on the reservation is better qualified to assume this role. First, the colleges have considerable expertise within their own staff and the ability to assure that when outside expertise is used, it will be made applicable to the reservation. Second, the community colleges occupy a special position on the reservation. Insofar as any institution in Indian or non-Indian life can be non-political, higher education is. They are capable of taking an impersonal, apolitical view of reservation development possibilities. Their potential as an active change agent on the reservation is very great.

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[7] The Old West Regional Commission was perhaps the first federally funded agency to recognize the importance of local Indian opinion and the need to take it into account prior to initiating efforts and development. The studies funded by the Old West on the Northern Cheyenne and Crow reservations were landmarks.

[8] Needless to say, the Indian community colleges will contrast sharply with non-Indian higher education by assuming this activist role. Basically, non-Indian higher education is institutionally passive. People are trained, research is done. But aside from the activities of the land-grant institutions, non-Indian higher education has no de jure obligation to assist in community development.

CHAPTER 3

RESERVATION ECONOMIC DEVELOPMENT; BARRIERS AND OPPORTUNITIES AND THE ROLE OF THE INDIAN COMMUNITY COLLEGES

Discussed earlier was the unique role the Indian community colleges in the Old West Region are expected to play in the process of economic development on their reservations. The establishment of Indian community colleges was premised in part on their potential capabilities for furthering the economic development process. Willingness to undertake an active role in the process buttressed the colleges' applications for Title III[9] funding over the past several years. The colleges' potential for improving reservation conditions was one of the factors that underlay the passage of the Indian Community College Act of 1978. And, of course, the Old West Regional Commission funding that has been provided to community colleges over the past two years was at least partially targeted at enabling the colleges to carry out the research and planning needed to increase their impact on the reservation development process.

As will be apparent in this report, the Project has been successful: Indian community colleges throughout the Old West Region are much better positioned now to play a role in reservation economic development than they were three years ago. Moreover, as was pointed out in the previous chapter, the role envisioned is much broader than the human resources aspect of economic development. Education and training aimed at providing local people with the skills needed for economic advance is only one of the community college roles. To an increasing degree, the colleges can reasonably expect to be called on by their respective tribes to play a direct and active role in reservation development.

But what is the situation with respect to economic development on the reservations? Where does it stand today? What are the barriers and what are some of the opportunities? And finally, what are some of the specific roles the Indian community colleges can play? Gathering information on this aspect of the Old West community college reservations became one of the primary objectives of the 1978 AIHEC/Old West project. Not only did it become apparent during the study that this information would be essential to the educational program planning of the 12 community colleges participating in the Old West project since each college must take account of the specific needs, problems and potential of its particular reservations,[10] it also became apparent that the information was essential to the colleges' undertaking an active role in reservation development.

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[9]Title III of the Higher Education Act is the primary funding source of over half the Indian community colleges. It is also known as the "strengthening developing institutions program", and is administered by the U. S. Office of Education.

[10]Unlike institutions of higher education in the non-Indian world--the great majority of which look very much alike--the Indian community colleges do, and must, differ from one another in varying degrees. The Indian community colleges aim at serving the Indian people on their specific reservations. Just as the reservations differ, so must the colleges.

An overview of the findings with respect to this part of the AIHEC/Old West project follows. No attempt has been made to provide complete data for each of the 12 community college reservations; this would require not only additional work but far more pages than this chapter, or final report, contains. But the present status of economic development on the Old West reservations has been depicted. Some of the barriers and opportunities are described. And some of the ways the Indian commuity colleges can help their tribes overcome the barriers and realize the opportunities are sketched out.

Reservation Economic Development Today

Significant economic development remains a hope for the future on Indian reservations, not just in the Old West Region but elsewhere in the nation. The level of economic activity on the reservations is low; unemployment ranges from 40 to 80 percent, depending on the season of the year; Indian income levels make other minorities seem prosperous. An even more dismal statistic is the amount of federal and tribal dollars that have been lost in unsuccessful efforts at economic development. Between 1975 and 1977 alone, the Economic Development Administration (EDA), the Bureau of Indian Affairs, the Farmers Home Administration and the Small Business Administration provided more than 350 million dollars in grants and loans to help establish businesses on Indian reservations. Substantial sums of tribal money were also invested. Yet, few successes emerged from these massive investments. As the GAO report of February 15, 1978, More Federal Efforts Needed to Improve Indian's Standard of Living Through Business Development states:

> Eight federal agencies administrate 25 grants, loans, and technical assistance programs which have not been very successful in helping them. (the Indian reservations)

This lack of success can be documented; indeed much of it is highly visible. Many reservations possess empty or barely utilized industrial parks. A number of the Old West reservations, in particular, have resort motels, all of which have lost money from the day their doors opened. Indeed, as was stated earlier in this report, every federal effort at macro approaches to economic development has failed and the present state of the reservations reflects this failure.

On the other hand, there have been some successes! Both the Bureau and EDA have provided assistance to a number of tribes in the development of agriculture. Grant funds have been provided to establish tribally owned irrigated farming enterprises; funds have also been loaned to the tribes who, in turn, have funded individual tribal members in both the cattle industry and farming. Here, the record looks much

better. Generally speaking, the tribal farms have been successful. And an increasing number of Indian people are beginning to make a living either from farming or in the cattle industry.

Why has this second class of efforts enjoyed greater success? Because in contrast to the industrial parks and resort motels, these projects have responded to the wishes of the Indian people and have taken advantage of indigenous resources on the reservations. Industrial parks and resort motels were federal, not Indian ideas. Not surprisingly, the tribes were willing to try them. When unemployment rates range from 40 to 80 percent, people are willing to try anything. And, of course, these macro schemes for rapidly improving the economic situation on the reservations were presented to the tribes as tremendous opportunities.

Be that it may, it can be reiterated that major economic development remains a hope for the future on Indian reservations. This is not to say that it cannot take place but as yet there have been few successes, and what successes have occurred have grown out of micro approaches to specific situations.

Barriers to Reservation Economic Development

Clearly, there are a number of barriers to reservation economic development; inadequate federal efforts are not the only reason that little development has taken place on the Indian reservations. Some of these barriers are shared by all or nearly all reservations while others are specific to given reservations. To begin with, the former, the great majority of Indian reservations, are remote from major market areas. This greatly limits opportunities for industrial development. It does not mean that industrial development is impossible. But it does mean that for those situations where an unfinished product is being shipped in, processed, and shipped out, only a few industries will prove feasible. Indeed, only those industries where both the raw materials and the finished product are relatively small, are likely to be realistic possibilities for the reservations. Transportation costs will eliminate the others.

What can the community colleges do to assist in overcoming this barrier? They can work with the tribal planning and development office to see that tribal leadership is oriented toward those industrial opportunities that are feasible. They can also prevent tribes from wasting time and money chasing will-o-the-wisps. If the community colleges had been in existence 10 years ago and had been playing the role that is being staked out for them now, chances are there would be far fewer industrial parks on Indian reservations. The savings both in money and disappointed expectations would have been very substantial.

A second barrier to economic development, and this is common to reservations everywhere, is less tangible but is of tremendous importance. To put it bluntly, there is a pervasive lack of belief among Indian people that the future will be much better; and, in turn, an equally pervasive feeling that not much can be done about it. One hundred years of paternalism and enforced dependency, systematic efforts to strip the Indians of their language and cultural heritage, mishandling--and sometimes outright theft--of what few resources the Indian people retained after the establishment of the reservations system have had their impact. Hope for the future is tenuous on Indian reservations. To be sure, the last 10 to 15 years have seen the beginning of change. The quantum jump that occurred during this time in the number of young Indian people going on to higher education--a number that increased exponentially with the founding of the community colleges, and the founding of these colleges itself, the notion of self-determination, the energy crisis, and concomitant discovery that the biggest part of the nation's fossil fuels lay under Indian lands, has led at least some Indian people to assert that they can do something about the future. But most remain skeptical. And every effort at reservation development must take this fact into account.

What can the Indian community colleges do about this barrier? No other tribal institution is better positioned to bring about realistic attitudinal change. The community colleges--staffed as they are with Indian faculty and administrators--are capable of understanding the Indian peoples' pervasive skepticism. Moreover, a large part of the program at every Indian community college is aimed directly at recreating a sense of cultural pride in Indian people. Indian Studies is an active department within every community college. Young Indian people are given an opportunity to gain a sense of their own heritage and a sense of what they are. Overcoming 100 years of psychological destruction will take time. But the Indian community colleges have accepted this challenge.

A third barrier which is common to Indian reservations everywhere is a shortage of management skills. Once again, 100 years of being federal wards, of enforced dependency, have had an impact. Until recently Indians had little or nothing to manage. And, of course, there were no Indian managers on the reservation to serve as role models. Consequently, both tribal and individual Indian enterprises have suffered managerial problems.

What can the community colleges do about this barrier? On the one hand they can begin providing direct managerial assistance to individual and tribal enterprises in the areas of accounting and decision-making. Simultaneously, they can begin providing management training. Some are already doing both. At Standing Rock Reservation, for example, the community college is in its second year of supplying training

in ranch management to the Indian ranchers on the reservation. Simultaneously, they are working with the tribal Administration for Native Americans program to supply direct assistance in management to some of the other tribal programs.

A fourth barrier to reservation economic development that is common to all of the Indian reservations was cited earlier: it is the dismally poor quality of technical assistance that reservations have received. The February, 1978, GAO report on federal development efforts on Indian reservations discusses this topic at considerable length. It finds both the quantity and quality of technical assistance provided by federal agencies totally inadequate.

What can the Indian community colleges do about this barrier? Their potential role has been discussed at length earlier. The colleges can and must take a direct hand in providing planning help and technical assistance on the reservation. They become centers of resident expertise.

Other barriers to economic development that are common to most or all reservations could be described; for example, Indians, by and large, are not used to thinking in terms of money making schemes and so creating successful business ventures does not come easily. However, the four barriers that have been detailed above are probably sufficient to give some sense of, first, why economic development is difficult on all Indian reservations and, second, what the Indian community colleges can do to bring about successful development.

Of course, there are also other barriers which are specific to given reservations. Obviously, the Indian reservations within the Old West region vary greatly with respect to potential for economic development. Some are relatively wealthy in terms of natural resources, e.g., the Flathead and the Crow Reservations. Others have very little. Turtle Mountain Reservation, for example, is only 72 square miles in extent with half of that 72 miles being covered by brush and the remainder being relatively poor soil. All that Turtle Mountain possesses is a large force of skilled labor (Turtle Mountain has approximately 8,100 enrolled members living on or very near the reservation).

Likewise, the Indian reservations within the Old West Region differ substantially with respect to capital resources. On some reservations, tribal landholding--as opposed to the holdings of individual tribal members--are very substantial; on others they are relatively small. Those reservations where large amounts of land are tribally held--particularly where these holdings contain valuable natural resources such as timber or coal-- have much higher levels of annual income to the tribe, income which can be used for capital investment in tribally owned economic enterprises. Where tribal holdings are small, annual tribal income is low and there is little capital available for tribal

investment.

Similar differences exist between the tribes in the Old West Region with respect to the quality, quantity, and dispersion of their human resources. To take these in turn, there are substantial differences between tribes with respect to the skills possessed by the resident population, i.e., with respect to the percentage of people possessing usable vocational skills; the population at Turtle Mountain Indian reservation, for example, includes a large percentage of people with journeymen skills, electricians, carpenters, welders, etc. The Old West reservations also differ greatly with respect to their total Indian population and, as a result, with respect to the number of people available for employment, skilled or otherwise; the Indian population of the Devils Lake Sioux Reservation is approximately 2,789 while the Indian population of the Turtle Mountain Reservation is approximately 8,100. And finally, the reservations differ greatly in physical size and, as a result, in the dispersion of the employable population; Turtle Mountain Reservation occupies only two townships – while, on the other hand, very substantial distances seperate the Indian communities on Pine Ridge or Standing Rock Reservations.

Other specific differences between Indian reservations can be described but probably the above are enough to give some notion of the kinds of special barriers which impede particular types of economic development on given reservations. Clearly, the existence of a small population or a widely dispersed larger population has implications for the types of development that can be undertaken, e.g., a centralized shopping center has a good chance of success at the Turtle Mountain Indian Reservation while it has a much lower likelihood of succeeding at either a reservation with a small population such as that of the Devil's Lake Sioux or a reservation where a large population is widely dispersed such as Pine Ridge.

But what does all this mean for the community colleges? Or to put it more accurately, what does this mean for the role of the community colleges on specific reservations? It means that the community colleges can and must take the lead in directing local tribal leadership toward a micro approach to development. Reservation development must be in terms of local conditions. It must be in terms of local potentials. And it must take account of not only general but specific barriers. As centers of resident expertise, the community colleges can begin by thoroughly inventorying the specific potentials and barriers that characterize their respective reservations. The colleges can then assist tribal leadership in an attempt to initiate development that attempts to realize local potentials and that takes account of local barriers. Where the barriers are insurmountable, the colleges must work with tribal leadership to seek types of development that will not be affected. Where the barriers are not insurmountable, e.g., lack of certain skills among the resident population, the colleges must take steps to overcome the barrier, i.e., supply training.

Opportunities for Reservation Development

Three points have been made thus far in this chapter. First, economic development, not only on the Old West reservations but on reservations elsewhere in the nation, is still very limited. The level of economic activity on the reservations is low. Efforts have been made at reservation development over the last 15 years but the great majority of them have been macro approaches and few successes have been achieved. The efforts were federal initiatives and rarely were they targeted to the local situation.

Second, there are numerous barriers to reservation development. Some of these barriers are common to all reservations. However, there are various barriers which are specific to only a few or, at times, a single reservation.

Third, the role of the community colleges vis-a-vis tribal leadership on their respective reservations was also sketched out. The community colleges were envisioned as having broader responsibilities than simply upgrading local human resources through education and training. They were also seen as taking an active, direct role in furthering reservation economic development and ways in which they could do this, i.e., ways in which they could assist their respective tribes to overcome particular barriers to development, were discussed.

In this section some points are made regarding reservation opportunities for economic development. As was true in discussing barriers, no attempt has been made to provide inventories of the developmental opportunities on each of the Old West reservations possessing a community college. Instead, some general points are made regarding opportunities for reservation development and how these vary from one reservation to another. And finally, the role of the community colleges in assisting the tribe realize its developmental opportunities is touched on. Not surprisingly, the colleges' role in assisting their tribes realize development opportunities is simply an extension of their role in assisting their tribes overcome or take account of the various barriers to economic development they face.

It can be pointed out immediately that the structure of opportunities on the Old West reservations is to a considerable extent a mirror image of the structure of barriers. For example, all of the Old West Reservations are characterized by a relatively low level of economic development and activity. Clearly, from one standpoint this is a barrier to economic development since present development appears to begat further development. But from another standpoint it can be seen as an opportunity for development – the developmental possibilities are still untouched. Similarly, the existence of a large pool of unemployed people can be seen as a problem and as a barrier

to certain types of development such as the local retail sector since unemployed people have little money to spend. But on the other hand, a large pool of unemployed people can be seen as an opportunity for development since human resources, i.e., labor, are an essential factor in any type of economic development.

Opportunities for development in this general sense are common to all of the Old West reservations; none have achieved much development and all have a large pool of unemployed people. But at the same time, the Old West reservations, indeed, Indian reservations everywhere, vary greatly with respect to their specific potentials for development. The previously cited GAO Report on federal efforts on Indian reservations makes this point very clearly. It speaks of three categories of reservations. The first category includes those reservations which are rich enough in natural resources, people and capital to require only initial federal financial assistance and relevant training and technical assistance for successful economic development to take place. The second category includes those reservations which, while not as favorably endowed as those in the first category, do have potential for economic development provided they have access to long-term federal financial help as well as relevant training and technical assistance. The third category includes those reservations which have little or no potential for economic development and which may require alternative strategies to improve Indian living standards.

Almost all of the reservations in the Old West Region fall into the second[11] of these categories: they have potential for development but long term federal financial help and locally based training and technical assistance will be required. Of course, this is not to say the Old West reservations do not vary considerably among themselves. Put simply, the different Old West reservations are differently endowed. They have differing types of potentials for development and these potentials are much better on some reservations than others. Probably a potential for agricultural development-- in particular, the cattle industry -- is common to more of the Old West reservations than anything else; certainly it is shared by most of the reservations in the two Dakotas and Montana. But aside from agriculture, the various potentials for development on the Old West reservations are common to only a few of the reservations in the Region. And they vary in magnitude even among those reservations where they exist. Take the timber industry for example. There is potential for its development on several of the Montana Indian reservations; clearly, however, the potential is of far greater magnitude on the Flathead Reservation than any of the others. Similar variations exist on the Old West reservations with respect to commercial development. Only those reservations with a large, reasonably concentrated population have a substantial potential for development of their retail sector, e.g., Turtle Mountain. The reservation with

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[11]The Old West energy reservations are candidates for the first catergory provided they decide to develop their energy resources. But, needless to say, this development will not occur unless it can be on more favorable terms than they have offered thus far.

smaller populations and those with a highly dispersed, larger populations have much less potential.

But to repeat what was said earlier, what does all this mean for the community colleges? What does it mean for their role on their respective reservations? A detailed account was provided earlier of the community colleges' role with respect to assisting their respective tribes overcome or take account of barriers to economic development. And since their role in assisting their respective tribes realize opportunities for development is, at bottom, simply an extension of their role in helping overcome barriers, a detailed account will not be repeated here.

However, a few points should be made. First, the colleges are capable of assisting their respective tribes, and federal agencies, redirect their efforts at economic development. The colleges can point the way and supply the research needed for micro approaches to reservation development. This is essential. If economic development is to be successful on the Old West reservations, it must be in terms of local conditions. The Old West reservations differ not only from the non-Indian community but from one another. These differences must be taken into account and the Old West community colleges are ideally positioned to assist their respective tribes do this.

But, of course, this means that the community colleges must go beyond the conventional role of higher education. Clearly they will still be expected to supply the education and training required for economic development. But, to reiterate what has been said throughout this chapter, the colleges must also provide active, direct assistance to tribal leadership in ascertaining and implementing developmental opportunities on the Old West reservations.

CHAPTER 4

TRIBAL PLANNING AND PROGRAMMING

This chapter deals with an inventory of relevant tribal planning and programming, particularly "planning". It is identified in the contract as Task 4. The rationale for this task is tied to the community colleges' need to be aware of the various planning and programming linkages on the reservations through which they can coordinate or interrelate their activities in a more coherent manner. Such coordination is subject to a broad scope of reservation-wide impact that infers a sophistication of effort, which varies from reservation to reservation and depends on a given definition of what constitutes planning in those environments.

Planning and programming on the Indian reservations in the Old West Region can best be described as eclectic. To begin with, planning is carried out by several different federally funded programs, only some of which are formally described as "planning" programs. Second, it is to a great extent opportunistic; rarely do Indian Tribes have funds of their own to undertake development. So the planning and development that occurs must follow current fashions or priorities in the federal agencies, e.g., EDA's "motel period". Third, the level of planning sophistication and the extent to which the tribes are into federally funded planning activities varies considerably from one Old West reservation to another. Fourth, tribal planning is intertwined with local tribal politics and planning staffs and their activities are often affected by changes in tribal leadership. Fifth, the term, planning, is to a considerable degree a misnomer when applied to the work the formally designated tribal planners are actually doing on the reservations. Generally speaking, they are more active in such areas as administration and implementation; probably, they are best described as the operational arm of the tribal councils and/or tribal chairmen.

Most important to note is the fact that the various types of tribal planning programs and activities – designated and otherwise – are the only tribal programs charged with a broad range of reservation-wide responsibilities. As a result, they are of considerable relevance to the reservation community colleges. Not only do the objectives and activities of the various tribal planning programs provide the context within which the community colleges must do their educational planning and programming, the tribal planning programs are the conduit through which the community colleges can play the active role in reservation economic development called for in the previous chapter. The importance of tribal planning and programming to the community colleges and, conversely, the importance of the colleges to planning and programming, was explicitly recognized in Task 4 of the AIHEC/Old West contract, i.e., an inventory of tribal planning and programming.

Reservation Planning

Already mentioned was the fact that a number of different tribal programs are engaged in planning on the Indian reservations, even though they do not explicitly term their activities planning. It should also be noted that the number of tribal programs carrying out planning type activities also varies from one reservation to another. On some reservations planning is underway for everything from economic development, to delinquency prevention, to housing, to agriculture. On others, fewer programs are active. But all of the reservations are involved in planning activities, and a review of the diverse federal programs providing funds to tribes for planning type activities can provide a general notion of what is happening on the Old West Reservations.

Economic Development Administration (EDA). EDA's Indian plannning program is the oldest – beginning in the late 1960's – and the most significant of the federally funded Indian programs. Under the EDA planning program, tribes are provided with grant funds with which to set up a tribal planning office. The funds are used to hire from one to two locally-based planners, the number of planners depending on the size of the reservation, a secretary and other forms of support such as equipment and travel. The primary focus of the EDA Indian planning program is, not surprisingly, economic development. However, EDA recognized from the beginning that successful economic development involved more than economics; and the EDA – funded tribal planners are permitted a wide mandate. All of the Old West reservations have EDA-funded planners; EDA-funded reservation planners are what most people think about when tribal planning is mentioned. Moreover, among major federal offices, EDA is second only to the Bureau of Indian Affairs in working directly with tribes in overall reservation development.

Housing and Urban Development (HUD). HUD became involved in reservation planning in the early 1970's. In the beginning, HUD provided funds under its national program. Indian tribes were eligible for these funds which could be used to engage outside consultants to develop a "701 plan" – a comprehensive planning program – for the reservation. The consultants would visit a reservation for a few days, obtain BIA secondary data, and then write a development plan for reservation development. It soon became apparent that these "plans" were extremely limited in their impact or usefulness. So HUD began supplying funds directly to tribes thereby allowing them to hire and provide support to local tribal planners. These HUD tribal planners were expected to devote a small percentage of their activity to housing, but aside from this, their mandate was as broad as that of the EDA-funded tribal planners. Indeed, after the use of outside consultants proved to be an inefficient use of federal funds, HUD adopted the EDA model.

Administration for Native Americans (ANA). ANA does not fund tribal planners per se. However, many of the activities of the tribal ANA offices on the Indian reservations are indistinguishable from the activities of the EDA and HUD funded tribal planning offices. This is not surprising since ANA is a direct descendant of the old broad gauged OEO Community Action Program. When OEO (Office of Economic Opportunity) was dismembered, the Indian Desk of OEO – including Indian Community Action – was moved to the Department of Health, Education and Welfare and renamed the Office of Native American Programs. In 1978 the name was changed to Administration for Native Americans.

Under the ANA program, tribes receive funds annually for various community action programs – nutrition, etc. But in addition, they receive special funds to be used for tribal development and the improvement of tribal administration. Thus, even though local ANA staff are not called planners, the type of activities many of them carry out parallel the activities of the EDA and HUD funded tribal planning offices.

BIA and PL 93-638. Under the Indian Self-Determination and Education Assistance Act (P.L. 93-638), these funds can be used to devise overall reservation development plans; they can be used to develop procedures whereby the tribes will contract for specific BIA programs; they can be used in many of the same ways as the funds received from EDA, HUD, and ANA. In many instances, the tribes will use P.L. 93-638 funds to hire some specific outside exptertise for a specific project. But tribes have broad latitude with these monies and they can be used to hire local staff to plan and carry out given projects.

BIA and the Indian Action Programs (IAP). Like ANA, the Indian Action Program does not fund staff designated as tribal planners; moreover, it focuses on specific developmental projects. But many of the activities carried out on the reservations under the Indian Action Program aim at the same goals as the formal tribal planning programs. Moreover, to an increasing extent, IAP is attempting to broaden its program reach and increase the long term relevance of its reservation activities, including taking a broader view of the IAP mandate. Presently IAP is funding programs ranging from economic development activities to developing a centralized system of tribal management. On those reservations where the Indian Action program is operating – and it is operating on most of the Old West reservations – the tribal IAPcoordinator differs from the tribal planners primarily in name and in the fact that his activities are limited to specific projects. However, a great deal of planning is involved in devising these projects. Indeed, tribes seeking an Indian Action Program are expected to develop and continuously update a five year plan for their Indian Action Program. This responsibility is predominately in the hands of the local IAP coordinator who works directly with the tribal council and chairman to develop these plans.

Other Reservation Planning. In addition to the various programs sketched out above, a variety of other federally funded planning is underway on the Old West reservations. For example, the Farmers Home Administration recently made funds available to Indian reservations for agricultural planning, and tribes with agricultural potential will be used to submit applications under which they will be provided funds to hire and support an agricultural planner. Likewise the Indian Health Service is providing funds to employ a local health planner under the Indian Health Improvement Act. And, of course, federal departments such as Health, Education and Welfare (HEW) supply funds to carry out things ranging from educational planning to planning for the prevention of junvenile delinquency.

So what does this proliferation of tribal planning activities have to do with community colleges? The colleges' role as an active agent for development was discussed in the previous chapter. That role will be exercised by working with these various tribal planning programs and those doing de facto planning. To reiterate what was said in the previous chapter: in addition to providing education and training, the colleges can become the tribes' resident expertise; they can take charge of providing and coordinating the technical assistance required for reservation development. They can discharge the responsibilities through the various tribal planning programs. Moreover, since the colleges will be working with all of the programs they will be able to assure better coordination among the different program activities, an outcome which is sorely needed.

CHAPTER 5

INSTITUTIONAL DATA

This segment of the report portrays basic information about each of the participating institutions. It is identified in the contract as Task 5 and covers four data categories, as follows: 1) Purposes and Objectives of the Institution, 2) Description of Clientele and Constituency Served, 3) Description of the Educational Program, and 4) an Impact Study of the colleges' programs on present and past students. Within these categories are various subsections of information that serve to round out the institutional data for each college.

The rationale for this task seems self-evident in that sound planning begins with sound data and information. One of the purposes of the project was to assist the colleges in building or updating an adequate data base for institutional planning purposes. The data profiles of the colleges vary in accordance with the level of development of each college. This reflects the differences alluded to in the introduction of this report.

None of the participating colleges has an in-house computerized storage and retrieval system. This makes data retrieval difficult and, in turn has an effect on the statistics that emanate from the colleges at any given time. The Old West Project was not aimed at alleviating the retrieval problem necessarily, but was directed at updating existing institutional data. The retrieval problem is mentioned as a factor only in reconciling information compiled under this project with any previously published data. [12]

The data categories covered herein have generated straightforward information in terms of the qualitative aspects and general descriptions given for such things as institutional purposes, public services, college center locations, economic conditions, etc. The quantifiable aspects such as population statistics, unemployment statistics, and student enrollments are subject to the retrieval problem and local interpretation. One must be cognizant of the multitude of studies, surveys, census reports, and the like that have been done on reservations for different purposes by different organizations or individuals. This has created a range of statistics over the years that combine to form a disparate mix of numbers that have to be sorted with care in order to achieve a cogent disaggregation.

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[12] In discussing statistics such as tribal populations, unemployment percentages, and average family incomes, figures compiled by the Bureau of Indian Affairs in 1978 have been used. In some cases, these figures do not jibe with statistics compiled by independent tribal research activities - the latter are bleaker. Generally, however, variances in statistics between the tribes and the BIA are not grossly out of proportion.

Indian college administrators are in a position to make the best judgements about the validity of reservation statistics as they apply to their own institutional planning. In some cases, the field data coordinators under this project did not have ready access to college master plans or close consultation in the planning process. Thus, in some instances, the raw data reflects a total aggregation of diverse information that, in turn, has been refined to fit the categories specified in the AIHEC/Old West Project contract. The institutional profiles in the following pages have been constructed in accordance with the information categories spelled out in the contract.

The institutional profiles are constructed in narrative summary form. They reflect an extrapolation of the most salient aspects of the raw data submitted by the field researchers. The bulk of the raw data is on file at the Consortium's central office in Denver. Except where noted, all information in this segment of the report is based on information compiled under this project.

INSTITUTIONAL PROFILE

Name of Institution:	American Indian Satellite Community College
Location:	Northeast Nebraska: Three Sites -- Winnebago, Santee, and Macy, Nebraska
Reservations Served:	Winnebago, Omaha, and Santee
Major Tribal Groups:	Winnebago, Omaha, and Santee Sioux
Year Established:	1973
Chartered By:	The Three Tribes of Nebraska: the Omaha, the Santee Sioux, and the Winnebago

Purposes and Objectives

The American Indian Satellite Community College was developed on the philosophy that Indian students deserve an educational system which is responsiveto their needs and concerns.

The basic purpose of the college is: "To provide an educational program in which Indian students can experience success and cultural reinforcement as Indian people. The extent to which students experience success determines the success of the college program.

"The student-oriented focus of the program is seen as the mode of operation essential to cope with both the Indian and non-Indian world". The college attempts to significantly increase the post-secondary educational skills of the people living on the three reservations, and to help prepare Indian people to manage their own affairs to a degree which will lower the high unemployment rate which currently exists on the three reservations.

The courses of study in each of the three communities are determined by the needs and concerns of the communities. The curriculum is designed to enable students to select individual modes of study to bridge existing educational gaps. This concept also hopefully encourages constructive interaction within individual tribes and between members of other tribes.

The objectives of American Indian Satellite Community College are grouped into 1) short-term objectives and 2) long-term objectives. Short-term objectives are to:

1. Provide training in Indian Tribal Government, citizenship, and community development.
2. Provide education in various Indian and tribally-related areas as desired by Indian residents.

3. Provide educational course work needed to achieve certificates, degrees, promotions, or entrance into additional agencies of higher education as per community need.
4. Provide skill training or retraining in areas related to job opportunities in the area.
5. Provide developmental education areas needed to overcome deficiencies in present educational systems.
6. Provide systems which will allow for individual and small group educational advancement as well as class size programming.
7. Meet special interest and avocation educational desires in each community.
8. Provide training in human relations areas for non-Indians who will be working for and with Indians in American Indian programs.
9. Provide training in non-Indian governments so that Indians can effectively compete with non-Indians and share in controlling governmental functions which affect their lives.
10. Provide a key linkage in a broad career development concept which will allow and encourage Indians in paraprofessional roles to gain the competence to fill professional roles.

Long-term Objectives are to:

1. Develop a system or systems of control and administration which will provide a demonstrated academic excellence, with total Indian leadership that becomes an integral part of the three differing tribal societies, and can be readily recognized and accepted by other post-secondary institutions and structures.
2. Create a climate for continuing educational attainment of each reservation which is evidenced by both an increasingly positive attitude toward education in general and a continuing improvement in performance and participation in all levels of education.
3. Create Indian instructors on each reservation who are recognized and utilized on and off the reservation for their instructional excellence both in tribally-specialized fields as well as general fields of educational leadership.
4. Develop local systems which emphasize individual Indian attainment at all levels of educational experience without artificial ranking because of type or area of education.
5. Become recognized as the institution most able to teach about all aspects of the Omaha, Santee Sioux and Winnebago Indians.
6. Provide the structure for recognizing the level of knowledge and attainment of Indians who are (or become) experts in various fields of Indian endeavor (religion, language, arts, history, human relations) but who have not chosen to gain this recognition in non-Indian institutions.
7. Provide a process of forecasting and planning that provides each tribe the opportunity of maintaining tribal sovereignty by producing tribal members with sufficient skills and knowledge to fill all positions at all levels that occur on the reservation.

The objectives of American Indian Satellite Community College are mutually supportive with those of the Three Tribes of Nebraska. The appointment of reservation community members to the College Indian Advisory Council provides a process whereby institutional and tribal goals are the outlet for overall reservation socio-economic development. For instance, the Tribal Indian Action Team Project exposes Indian students to the various aspects of the carpentry trade and foresty trade while attending college classes during the regular working day leading to an Associate of Applied Science Degree. The rest of the work week the student has actual on-the-job experience. Another tribal project, the Teacher Education Program is operated in cooperation with the local school systems. College students hired as teacher aides in the schools take courses of study leading to a teaching degree. The students are allowed release time from their jobs to attend classes. Tribal support is also indicated by "in-kind" financial contribution to the College's Student Services segment of the college program. The monies contributed by the three tribes amounts to about fifteen per cent of the total yearly budget. The foregoing tribally-sanctioned and tribally-operated programs are an example of the tribal councils' participation and involvement into the college's program.

The College periodically conducts assessments of the various segments of the college and reservation communities to determine whether institutional goals and objectives are recognized in its existing programs, and to assess community educational needs. On-going and future institutional planning employ such surveys of community need and concerns as an aid in determining college programs of study.

In sum, it is evident that the college programs and services are fulfilling the stated needs of the three reservation communities.

The Reservation and the College Constituency

The American Indian Satellite Community College serves three seperate and distinct reservations -- the Winnebago; the Omaha, and the Santee Sioux, all located in northeastern Nebraska. Tribal headquarters, Bureau of Indian Affairs agencies, and the three community college branches (satellites) are located in the respective towns of Macy (Omaha); Santee (Sioux), and Winnebago (Winnebago), Nebraska. Total acreage for the three reservations is 150,000 acreas for the Omaha, 93,000 acres for the Santee Sioux, and 112, 823 acres for the Winnebago. Total Indian population (BIA service populations) on the three reservations, based on 1978 figures, is estimated at 1,668 for the Omaha; 430 for the Santee, and 1,173 for the Winnebago.

Seasonal work on the reservations is the predominant employment pattern for

all three. The estimated average annual unemployment rate in 1978 was 55% for the Omaha; 52% for the Santee, and 53% for the Winnebago. Unemployment figures for all three rise in the winter months. Average family income is $4,700 on the Omaha; $4,800 on the Santee, and $3,800 on the Winnebago; supplemental support services are available on all three from the Tribes, Agency offices, and other federal programs. Agriculture is the primary economic base on all three reservations however, small numbers of people are employed in various service, manufacturing or retail enterprises on or near the reservations.

Headquarters for American Indian Satellite Community College is at Winnebago, Nebraska, with branch campuses at Macy and Santee. The Indian community college is accredited through Northeast Technical Community College at Norfolk, Nebraska. A.I.S.C.C. is administered by a Director, who is aided by an Indian Advisory Council made up of two members from each of the three tribes served by the college. These members are appointed to serve on the College Council by the respective Tribal Councils. The Director is responsible to the Board of Governors of Northeast Technical Community College. The Three Tribes of Nebraska were instrumental in working with the Northeast Nebraska Technical Community College in developing a program of courses oriented to the specific needs and concerns of their reservations.

Public services on the three reservations, while not extensive, are typical by rural standards. The major industrial and commercial center in the area is Sioux City, Iowa, which is readily accessible to all three reservations.

Student enrollment at the Winnebago Community College Satellite site began with seven full-time students in 1974, to a total of 50 full-time students in the Spring Semester of 1977. Average student age was 28.

The academic classification is figured on the basis of semester hours in which students are enrolled:

Academic Classification	%Students Enrolled
Science and Math	27.6
Business and Public Services	7.3
Social Sciences and General Education	36.2
Letters and Communication	8.4
Mechanical Technologies	18.9
Fine and Applied Arts	1.6
Indian Studies	0.0
	100.0%

Courses in Indian Studies programs in such areas as beadwork, crafts, costume making, and leatherwork are handled through the reservation Adult Education Program; there is a program being developed to preserve the cultural and historical information concerning the Winnebago Tribe. Programs of study offered by the College displaying the most success and interest are on-the-job training type programs, such as the Indian Action Program and the Teacher Training Program. These on-the-job training programs contribute substantially to the stability of the College program at Winnebago.

Student enrollment at the Omaha satellite community college site has risen from three full-time students in the Spring Semester of 1974 to 34 full-time students in the Spring Semester of 1977.

The average age of Omaha students was 27. The Omaha Satellite Community College academic source classification is figured on the basis of semester hours in which students were enrolled:

Academic Classification	%Students Enrolled
Science and Math	18.3
Business and Public Service	16.8
Social Sciences and General Education	16.8
Letters and Communication	1.3
Mechanical Technologies	23.2
Fine and Applied Arts	11.8
Indian Studies	11.8
	100.0%

The percentage of students enrolled in mechanical technologies courses of study on the Omaha Reservation is due to the offering of a course in basic electricity.

The Omaha Reservation presents a challenge to the Satellite program in terms of acquiring more adequate facilities, which will foster full development of the College at this site.

Full-time student enrollment at the Santee Sioux college center site numbered seven students in the Spring Semester of 1974, to 22 full-time students in 1977. 25 full-time students attended the college in 1975. During the Fall Semester of 1974-75, there was a total of 31 Indian students and two non-Indian students in attendance at the Santee college site, with an average student age of 28.

The academic classification of students is figured on the basis of semester hours in which the students are enrolled:

Academic Classification	%Students Enrolled
Science and Math	6.0
Business and Public Service	13.1
Social Sciences and General Education	8.0
Letters and Communication	12.0
Mechanical Technologies	34.7
Fine and Applied Arts	12.0
Indian Studies	14.2
	100.0%

The satellite college site at Santee offered two courses during this Spring Semester in animal science and in building construction, which accounts for the high enrollment in the Mechanical Technology area of study.

A new community center on the Santee Sioux Reservation is under renovation which will house the community college offices.

Description of Educational Program

The American Indian Satellite College provides accredited freshmen and sophomore level coursework through its association with Northeast Nebraska Technical Community College, which is a candidate for accreditation with the North Central Association of Colleges and Secondary Schools. Programs of study for credit at the three satellite sites must meet the requirements set forth by the sponsoring institution.

The requirements for earning an Associate of Arts Degree and an Associate of Applied Science Degree through AISCC/NNTCC are:

1. A student must satisfactorily complete a minimum of 60 semester hours in a prescribed course of study with a cumulative grade average of "C" or better.

2. A student must satisfy the following general education requirements:
   HUMANITIES:
   A. Six semester hours selected from English 100, English 101, and/or English 102
   B. Three semester hours of Speech 101

C. A grade of at least "C" in the above courses

NATURAL SCIENCE

Seven semester hours selected from biological science, physical science, and/or mathematics

SOCIAL SCIENCE

A. Two semester hours of physical education

B. Six semester hours selected from history and/or political science

Since the American Indian Satellite Community College is a branch of Northeast Nebraska Technical Community College all student services available to the Norfolk Main campus students are available to the Satellite campuses. Student services include 1) guidance and counseling (including financial aid assistance), 2) student government (each site have elected student body representatives who act to coordinate student activities and student activity fees), and 3) occasional recreation activities.

Community services and tribal technical assistance offered have included workshops in the areas of health, management, proposal development, and secretarial science.

Following is a listing of the course offerings available to residents of the Winnebago, Omaha, and Santee Sioux Reservation residents during the first four years of operation:

ART

125 Drawing Logic I
131 Design I
140 Ceramics
150 Drawing Logic II
198 Advanced Ceramics
199 Pottery
205 Native American Arts & Crafts
225 Elementary School Art
250 Photography

BIOLOGY

101 General Biology
103 Environmental Biology
105 General Botany
110 Organic Gardening
198 Forestry
199 Conservation-Forest Mapping
201 Food & Food Preservation
298 Measurement/Forest Products
299 Principals of Logging II

BUILDING CONSTRUCTION

102 Building Construction I

BUSINESS

101 Introduction to Business

103 Blueprint Reading
122 Building Construction II
123 Construction Materials/Estimating
202 Residental Construction
204 Concrete Construction

CHEMISTRY

114 General Chemistry I
203 Introductory-Organic Chemistry

CRIMINAL JUSTICE

110 Intro. to Law Enforcement & Criminal Justice
120 Consumer Law

ECONOMICS

102 Economics of Personal Finance
198 Economics I
213 Principals of Economics

EDUCATION

101 Introduction to Education
131 Classroom Media
180 Elementary Classroom Experience

GEOGRAPHY

101 Principles of Geography I

MUSIC

120 Native American Music
155 Intro. to Concert Music

PHYSICS

101 Physical Science

105 Small Business Operations
112 Principals of Management
117 Principals of Marketing
120 Accounting I
121 Accounting II
151 Suprevisory Development
160 Real Estate Principals & Practices
198 Research - Small Business Operating
270 Business Law I

DIESEL MECHANICS

104 Internal Combustion Engine Fundamentals
105 Internal Combustion Engine Mechanics

ELECTRICITY

101 Basic Electricity
102 Practical Electrical Wiring

ENGLISH

100 English Composition I
101 English Composition II
102 English Composition III
105 Career Composition
106 Proposal and Resolution Writing
111 Developmental Reading
198 Survey of Current Literature
201 Poetry
210 Indian Literature
211 Introduction to Poetry
217 Indian Oratory and Literature

HISTORY

102 European History I
104 European History II
205 American History I
207 Native American History
208 Winnebago Tribal History
209 Omaha Tribal History
210 Santee Sioux Tribal History
211 Oral Tribal History

POLITICAL SCIENCE

111 American Government and Politics
113 Tribal Government

PSYCHOLOGY

100 Human Relations
110 General Psychology
198 Introduction to Counseling
199 Child Psychology

SECRETARIAL SCIENCE

141 Typewriting I
142 Typewriting II
151 Shorthand I
152 Shorthand II

SPEECH

101 Fundamentals of Communication
105 Career Communication

JOURNALISM

110 Introduction to Mass Media
115 Applied Journalism

LANGUAGE

110 Santee Sioux Language I
111 Santee Sioux Language II
130 Winnebago Language I
131 Winnebago Language II
150 Omaha Language I
151 Omaha Language II

MATHEMATICS

102 Applied Fundamentals of Math
103 Applied Fundamentals Math I
104 Applied Technical Math II
110 Foundations of Math
112 College Algebra
120 Algebra and Trigonometry
203 Statistics

SOCIOLOGY

115 Human Sexuality
198 Media & Counseling
205 Community Agencies
210 Introduction to Sociology
220 Social Family Systems
298 Minorities

Expanded Course Offerings

During the academic year, 1976-1977, course offerings were expanded to include the following programs or to continue existing ones.

1. Gardening - Food Preservation

   This program involves training in methods of organic gardening and food preservation. The approach involves a combination of classroom discussion and an outdoor laboratory. Students plan, sow seeds, maintain a garden, harvest food and preserve it. A variety of methods of preservation are demonstrated and used. Credit is available through the college for this work.

2. Teacher Training

   This teacher training program is in cooperation with a four year institution. The Satellite College offers the first two years of teacher training courses with the four year institution offering the remaining course work on the reservation. Thus, the person is able to obtain a degree while living on the reservation.

3. Indian Action Team - Building Construction

   This program allows students to earn vocational credit combined with on-the-job training in building construction. The students take a full time load of courses and learn while working.

4. Indian Action Team - Timberland Environmental Program

   This program allows students to learn forestry and conservation principals and earn college credit while obtaining on-the-job training. The students are enrolled as full-time students.

5. Adult Education

   Adult education courses have focused on Indian crafts during the 1976-1977 academic year at Winnebago. Courses offered have included beadwork, ribbonwork, leatherwork, Indian Arts and Crafts, and Winnebago costume making. Continuing Education Units are offered to students. Yarn work classes and a class in upholstering are being planned for the summer months.

6. New Majors

   An Alcohol and Drug Counseling major planned by a group of concerned citizens from the agencies and citizens in the community began in the fall of 1977.

Vocational education tracts are offered in the areas of 1) agriculture, 2) alcholism, 3) construction, 4) forestry, and 5) para-legal training.

INSTITUTIONAL PROFILE

Name of Institution:	**BLACKFEET COMMUNITY COLLEGE**
Location:	**Browning, Montana**
Reservation Served:	**Blackfeet**
Major Tribal Group:	**Blackfeet**
Year Established:	**1976**
Chartered By:	**Blackfeet Tribal Business Council**

Purposes and Objectives

Purposes. The Goal Statement of the college program reads: "To provide postsecondary education that is relevant and meaningful to the educational goals of the people of the Blackfeet Indian Reservation and the environment (social and economic) as has been indicated by the need and interest of the people. This postsecondary education will be offered through Flathead Valley Community College to the Blackfeet Reservation in the areas of college transfer courses, college institutional credit, adult education, remedial courses, and community service courses." It states further, "the community college program on the Blackfeet Indian Reservation will provide the opportunity for the population desirous of continuing their educational goals to strengthen their feelings of self-worth and employment potential and thus strengthening the human resources of the Blackfeet Tribe in providing . . . the educational knowledge and skills to manage their own resources and programs.".

The Blackfeet Community College was founded on the philosophy of self-determination in higher education and in recognition of the need to strengthen and improve the educational background and skills of the Blackfeet people through locally-based postsecondary education programs.

The reference to Flathead Valley Community College is in relation to the mechanism through which Blackfeet Community College receives its primary funding, i.e., the two institutions operate under a cooperative, or bi-lateral, arrangement for purposes of funding and accreditation support.[13]

Objectives. The objectives of Blackfeet Community College are grouped under two major categories: 1) Programs of Study Objectives, and 2) Operational Objectives. These objectives were approved by the Blackfeet Board of Tribal Educators.[14]

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[13] Blackfeet Community College participates in the Developing Institutions Program authorized by Title III of the Higher Education Act, which has provisions for such cooperative arrangements. Flathead Valley Community College is the grantee institution in this case and provides course credits and specific Title III services to Blackfeet Community College under their bi-lateral agreement.

[14] As a very new Indian institution, Blackfeet Community College does not yet include an active role in reservation development as one of its major objectives. But tribal sentiment is in this direction.

The Program of Study Objectives follow in priority order and are described in more detail under the education program description section of this institutional profile:

Programs of Study Objectives

1. Business/Secretarial Studies
2. Native American Indian Studies
3. General Studies
4. Adult Education/Remedial/Community Service/Vocational
5. Upward Mobility for Community Agencies
6. Planning for Nursing Program
7. Human Services Technology

The operational objectives specified relate to the operations of Blackfeet Community College. They are not listed in priority sequence, and while they are identified in the raw data as objectives of the institution, they actually constitute an action plan/guidelines through which the college maintains its day-to-day operations and planning under the following headings: Administration; Student Services; Delivery System; Staff Training; Long-Range Planning; Coordination and Dissemination, and Fiscal Accountability/Management.

The College and the Tribe. The goals and objectives of Blackfeet Community College fall within the parameters of the Blackfeet Tribal Comprehensive Plan. In that sense, it has been determined that the institutional and tribal goals are consistent and mutually supportive. Moreover, the Blackfeet Tribal Business Council has created a Tribal Education Department which has as one of its goals the development of an overall educational plan for the Reservation. Once this is accomplished, the college will have a more definitive guide in pursuing its goals vis-a-vis the Tribe's.

The college reports regularly to the Blackfeet Tribal Business Council on its progress and activities. This allows maximum opportunity for the tribal council to have direct and consistent input into the college's program. Likewise, the college maintains consistent interaction with other reservation programs; for instance, in the development of curriculum to provide training resources for program staffs.

In determining whether the purposes and objectives of the college are recognized in its existing programs, the college conducts mini-surveys throughout the reservation and monitors student requests. The initial programs of study were developed on the basis of a needs assessment during the first year of operation. As of this academic year, it is clear that the existing program reflects the college's stated purposes and objectives.

The Reservation and the College Constituency Served

According to the 1970 U. S. Census, out of all citizens over age 24 in Glacier County, which makes up most of the reservation, 35 percent have never attended high school; 59 percent never graduated from high school; while 90 percent have never attended college. Only 25 percent of the high school age youth graduate from high school on the reservation.

The demand pool for the Blackfeet Community College includes both older people and new high school graduates. While no exact figures are available, educational administrators on the reservation estimate that from 800 to 1200 Blackfeet Indian people 25 and above can be expected to enroll in at least one course at the community college over the next few years.

The number of young people who are potential students is even greater. The Browning Public School District is comprized of eight schools and has an approximate student population of 2,000. The Bureau of Indian Affairs and School District #9 operate a boarding facility for reservation students who reside in isolated areas or who come from unstable home conditions. Student enrollment is appproximately 95 percent Blackfeet, 4 percent Cree, and 1 percent Anglo. Many students from outside the District attend Browning Public Schools, including the 110 students living at the boarding facility.

The Blackfeet Tribal Business Council has recognized the desire for more educational opportunities among its constituents. There is no question that a sizeable demand pool exists in terms of people on the reservation who need accessible postsecondary education opportunities. Blackfeet Community College is moving into position to deal with these needs and can look forward to implementing programs in conjunction with the Tribal Education Department.

The location of the college center is at Browning, which is the hub community of the reservation. It is centrally located to most of the population centers. The majority of classes are offered in the evening with most being conducted in the public school facilities and in the Pikuni Community School. Following the "dispersed learning concept" spearheaded by other Indian community colleges, classes are oftentimes delivered to outlying communities. Other facilities are provided currently in cooperation with School District # 9; Blackfeet Community Free School; Blackfeet Headstart; Blackfeet Tribal Business Council; the Boarding Dormitory, and the Bureau of Indian Affairs. Facilities are located in the Reservation communities of Browning, Heart Butte, East Glacier, Babb, and Seville.

Aside from the existence of hospitals, schools, communications, and utilities, there are minimal public services on the reservation. The long-range economic development plan of the tribe mentions projected development of further businesses, there are presently a number of tribal members in the retail sector, a shopping center, etc., but, at present these are still in the planning stage.

The enrollment pattern at Blacfeet Community College shows a majority of students are females. For instance, out of a total of 225 students in the 1977-78 academic year, 140 were female, and 85 male. Non-Indians constitute the remainder. Figures for the current year of 1978-79 are not available, but it is anticipated that the pattern of enrollments will be similar. The following Table portrays the enrollment at Blackfeet Community College for 1977-78 by age group, race, and sex.

BLACKFEET COMMUNITY COLLEGE
ENROLLMENT STATISTICS 1977-1978 *

	Male	Female	Total
Total Students Served:	85	140	225
Total Indian	64	112	176
Non-Indian	21	28	49
Age:			
18-21	13	20	33
22-25	20	34	54
26-29	23	18	41
30-33	13	14	27
34-37	7	18	25
38-41	4	8	12
42-45	1	8	9
46-49	3	7	10
50-53	1	6	7
54-57	1	2	3
58-61	0	3	3
62+	0	2	2
TOTALS	85	140	225

*Does not include Summer Quarter 1978

The Blackfeet Reservation is located in the northwestern section of Montana. Bordering Canada on the north, the reservation spans 906,441 acres. Browning is the principal town, containing tribal and BIA agency headquarters and the community college. Total Indian population on the reservation is 5,742.

Unemployment is a major problem; 42% of the labor force are unemployed on the average but this figure ranges up to 60% in the winter. Estimated annual family income averages about $4,200; the Blackfeet people must rely on support from the tribe, the Bureau of Indian Affairs, and other federal programs in such areas as housing, services and assistance. The economy of the reservation is based on tourism (Glacier National Park), timber, agriculture (mainly cattle), the Blackfeet Indian Writing Company which employs over 100 local Indian people in pencil and pen manufacturing, and a variety of jobs in the local retail and service sector in and around Browning.

Description of the Educational Program

Blackfeet Community College provides lower division curricula only -- freshmen and sophmore level coursework. Until the community college achieves independent accreditation status, it must maintain cooperative arrangements with fully accredited institutions to sustain program integrity. The majority of Blackfeet Community College's students seek accredited college level training. Once accreditation status is achieved (i.e., candidacy), Blackfeet Community College will no doubt pursue an active role in curriculum development. For the time being, however, all its programs of study for credit must adhere to the requirements of the sponsoring insitution.

The requirements for earning an Associate of Arts degree through Blackfeet Community College/Flathead Valley Community College are:

90 Quarter Hours Credit must be earned with a cumulative grade average of 2.0

Courses numbered 100 or above

30 quarter hours must be earned with the cooperation of Flathead Valley Community College or Blackfeet Community College

Student Services consist primarily of academic and financial aids counseling. Plans are being developed to expand student services in keeping with the expected growth of the college. Likewise, the college's program of community services is in a formative stage. In view of the short history of the college, it is understandable that programs in these areas remain to be expanded or fully developed.

Following is a listing of the course offerings available to residents of the reservations through Blackfeet Community College and Flathead Valley Community College in the 1977-78 academic year:

COURSES OFFERED ACADEMIC YEAR 1977–78 AT THE BLACKFEET COMMUNITY COLLEGE

FALL QUARTER 1977

DEPT. NO.	TITLE	CREDITS	INSTRUCTOR	ENROLLMENT
BA 110	Introduction to Business	3	Barbara Weathered	27
BL 101	Introduction to Blackfeet Language	3	Cecile Young Running Crane	13
BIO 121	General Zoology	3	Neal Wedum	24
BL 101	Introduction to Blackfeet Language	3	Elizabeth Lewis	23
ED 280	Human Potential and Indian Cultural Awareness	3	Donna Douglas and Conrad La Fromboise	21

ED 280	Proposal Writing Workshop	2	Tom Thompson	20
ED 200	Introduction to Education	3	Dr. Orville Dodge	23
ENG 251	Creative Writing	3	Ann Weisman	23
GS 240	Contemporary Indian Problems	2	Mary E. LaFromboise	26
GS 120	Indian Seminar	1	Carol Juneau	19
HS 299	Field Experience/Seminar	9	Sharon Andrees and Joann Dixon	2
HS 140	Interviewing and Group Dynamics	5	Robert Reisenberg	13
HS 199	Field Observation	5	Robert Reisenberg	12
ID 50	Human Potential Seminar	3	Charlene Conway and Conrad LaFromboise	13
MATH 01	Math Improvement	2	Fred Van Steeland	10
PE 210	First Aid	2	Eugene Miller	24
PSYCH 105	Human Potential Seminar	3	Bill McClaren	10
SECY 130	Business Communications	3	Susan Van Steeland	10
SURVEY 41	Surveying	4	Charles Archambault	22
SECY 110	Business Math	3	Mary Jo Walter	23
PSYCH 105	Human Potential Seminar	3	Linda Dumontier	10
TOTAL	22 Classes (61 credits are transferable)	71	23 Instructors	146 Enrollment

WINTER QUARTER 1978

BA 11	Vocational Accounting	4	Barbara Weathered	20
AUTO 50	Introduction Automotive Technology	5	Monte Fauque	26
BIO 122	General Zoology	3	Neal Wedum	15
BL 102	Blackfeet Language	3	Elizabeth Lewis	22
BL 102	Blackfeet Language	3	Cecile Young Running Crane	12
ED 280	Special Topics: Blackfeet Indian Studies for Teachers	3	Dwight Billedeaux	21
ED 280	Special Topics: Human Potential Indian Cultural Awareness	3	Conrad LaFromboise and Ann Weisman	19
GS 240	Contemporary Indian Problems	2	Mary E. LaFromboise	15
GS 280	Special Topics: Blackfeet Tribal Law	3	Vicky Santana	36
MATH 131	Introduction to College Algebra	3	Austin Jones	8
HS 299	Field Experience and Seminar	9	Robert Reisenberg	8
HS 295	Human Services - Independent Study	2-5*	Sharon Andrees	2
PSYCH 180	Special Topics: Introduction to Psychology I	3	William Meehan	34
HS 250	Treatment Modalities	5	Robert Reisenberg	9
SECY 101	Typing	3	Susan Van Steeland	35
SECY 120	Records Management	3	Mary Jo Walter	17
TOTAL	16 Classes (48 credits were transferable)	57	16 Instructors	111 Enrollment

*credits based on result of product

SPRING QUARTER 1978

HS 299	Field Experience and Seminar	9	Robert Reisenberg	6
Journalism125	Beginning Photography	2	Joesph Fisher	22
GS 295	Independent Study	1-3	Carol Juneau	4
PSYCH 180	Introduction to Psychology II	2	William Meehan	23
HS 260	Community Agency Dynamics	5	Robert Reisenberg	7
IA 21	Blueprint Reading	2	Robert Doore	12

ART 151	Art Design	2	Jason Devereaux	9
BM 60	General Record Keeping	3	Mary Jo Walter	22
BA 12	Vocational Accounting	4	Barbara Weatherred	7
SECY 102	Typewriting	3	Susan Van Steeland	18
ENG 10	English Review	3	Jason Devereaux	13
MATH 132	College Algebra	2	Austin Jones	11
BL 103	Blackfeet Language	3	Elizabeth Lewis	12
AUTO 51	Automotive Tune-Up	5	Monte Fauque	11
TOTAL	14 Classes	46-48	14 Instructors	69

INSTITUTIONAL PROFILE

Name of Institution:	**Cheyenne River Community College**
Location:	**Eagle Butte, South Dakota**
Reservation Served:	**Cheyenne River**
Major Tribal Group:	**Cheyenne River Sioux (Descendents of the Minneconjou, Sans Arc, Blackfeet, and Two Kettle Bands)**
Year Established:	**1975**
Chartered By:	**Cheyenne River Sioux Tribal Council**

Purposes and Objectives

Cheyenne River Community College (CRCC) is the product of community interest in post-secondary education for the past decade. The major resources for post-secondary opportunities were federally-funded training and educational programs and an occasional extension course offered through two area colleges. By the fall of 1972, sufficient interest had developed to begin coordinating the extension programs on a more systematic basis which led to the formation of an ad hoc committee for a community college in 1973. The committee served as the nucleus for the CRCC Board of Directors.

The Cheyenne River Sioux Council noted the lack of opportunity on the Cheyenne River Sioux Tribe Reservation for postsecondary training and unanimously granted the college's charter in response to this need. The college was charged with providing an environment where Sioux history and culture could be learned while providing the education considered essential for survival and progress in contemporary society.

Institutional objectives are to:

1. Provide college transfer and two-year terminal programs in general education or vocational training which is directly responsive to the identified needs of the reservation community.

2. Provide educational services to the Cheyenne River Reservation communities, which are designed to cope with cultural and societal problems.

3. Enable those reservation members who otherwise would not have an oppor-

tunity to continue their education past high school the opportunity to obtain coursework at a junior college level that will be transferable to any state institution of higher learning.

The institutional statement of purpose stipulates that CRCC will enable the Indian and non-Indian community of all ages the opportunity to acquire the education and skills necessary to enhance the quality of reservation life culturally and economically.

The goals of the Cheyenne River Community College fall within the parameters of the Cheyenne River Tribal Education Committee and the Tribal Educational planning on the reservation involves: 1) developing overall plans and objectives for all levels of education on the reservation, 2) working closely with educational agencies and parents and the community to solve education-related problems, and 3) seeking funding of educational programs.

In determining whether the purposes and objectives of the college are recognized in its exisiting programs, the college conducts community-wide surveys. For instance, a survey conducted of reservation program directors indicated that there was a greater need for educational training courses or advanced training courses pertaining to their staff and/or people working under their programs.

Five surveys were conducted by CRCC in 1978 to determine community need. The groups surveyed were: 1) CRCC students; 2) CRCC instructors; 3) CRCC faculty and staff; 4) reservation residents; and, 5) elementary and secondary school instructors. These surveys were analyzed and have served as an aid in long-range institutional planning. Funding was received from the South Dakota Committee on Humanities to CRCC for cultural research. Research was done on the cultural heritage of the Cheyenne River Sioux Tribe. The collected information and resource materials will be housed in the college library. Those needs assessments will help form the basis for determining the direction of the college programs of study, and as of this academic year, it is evident that the existing program reflects the college's stated purposes and objectives.

The Reservation and The College Constituency

The Cheyenne River Sioux Reservaton is in northwestern South Dakota. It is 1,400,000 acres in extent. Eagle Butte is the principal community: tribal headquarters, the BIA agency, and the Community College are located there. Total Indian population on the reservation is 4,638.

Employment is primarily seasonal. According to the BIA, unemployment averages 38%; and, of course, this rises in the winter months. Average family income is $4,989 annually; this is supplemented by various tribal and federal support services. The economic base of the reservation is agriculture - crops and cattle. Some Indian people are employed in Indian and non-Indian retail and service establishments in Eagle Butte and other reservation communities.

Limitations exist for agricultural or livestock production. Although the land is well suited for livestock, the consistent lack of moisture and soil acidity inhibit profitable production of meat and grain over any significant period of time.

The reservation does not have a public transportation system; many of the communities lack paved roads, modern utilities or dependable communications service. Commercial air service is at Pierre, some 100 miles southeast of Eagle Butte.

Educational facilities on the reservation are inadequate to serve the needs of the community. An addition was built to the school in Eagle Butte, for 1,200 elementary and secondary school students, but, the closing of several dormitories serving this school district has increased the need for improving facilities in the outlying districts. There are five day schools K-6 and one junior high school. The average educational level on the reservation is at 10.8. Following is a breakdown of grade levels by age groups:

Age Group	Grade Level
16-19	11.4
20-29	12.1
30-39	11.4
40-49	10.4
50-over	8.8

The following statistical summaries illustrate enrollment patterns at CRCC for 1978, the spring semester, the summer session, and the fall semester:

CRCC Statistical Summary for Spring Semester 1978**

Enrollment:	209	individuals completed enrollment forms
	14	enrolled in classes which were cancelled
	195	individuals actually started classes

Classes:	22	classes scheduled
	33	classes conducted
Attrition:	195	students started classes
	132	students completed classes
	32	% attrition rate
Student:	173 part time students	
	22 full time students	

Full-time Equivalency: The FTE is calculated by dividing the total number of credit hours offered by 12. The FTE for the Spring Semester was 625 ÷ 12= 52.08

Classes: A total of 33 classes were conducted in the communities of Eagle Butte, Red Scaffold, Cherry Creek, and Dupree.

CRCC Statistical Summary for Summer Semester 1978

Enrollment:	64	individuals completed enrollment forms;
	2	enrolled in classes which were cancelled;
	62	individuals actually started classes
Classes:	16	classes scheduled
	11	classes conducted
Attrition:	62	students started classes
	57	students completed classes
	10	%attrition rate
Students:	62	part-tme students
	0	full-time students

Communities: Classes were scheduled in the following communities:

1. 8 classes in Eagle Butte
2. 2 classes in Red Scaffold
3. 1 class in Swiftbird

Total 11 classes in 3 communities

CRCC Statistical Summary for Fall Semester 1978

Enrollment:	154	individuals completed enrollment forms
	16	enrolled in classes which were cancelled & not transferred.
	138	individuals actually started class
Classes:	42	classes scheduled
	20	classes scheduled
Attrition:	138	students started classes
	*	students completed classes
	*	% attrition rate
Students:	133	part time students
	5	full time students

Communities: Classes were scheduled in the following communities:

1. 23 classes in Eagle Butte
2. 5 classes in Dupree
3. 5 classes in Red Scaffold
4. 2 classes in Cherry Creek
5. 2 classes in Swiftbird
6. 2 classes in Timber Lake
7. 2 classes in White Horse
8. 1 class in Bridger

Total 42 classes in 8 communities

*Fall classes still in session

Description of the Educational Program

Cheyenne River Community College offers coursework leading to an Associate of Arts degree. In addition, upper division and graduate level courses are offered if the demand, or minimum number of students required, warrants such offerings. CRCC is affiliated with Presentation College and Northern State College for course accreditation; the latter institutions are fully accredited by the North Central Association of Schools and Colleges. CRCC also serves those students needing college credit for teacher certificate renewal. The South Dakota Department of Education requires

that such credits be resident credits earned from an accredited institution. CRCC meets these conditions because of its cooperative arrangement with Northern State College. CRCC operates instructional centers in the communities of Swift Bird, Eagle Butte, Dupree, Cherry Creek, and Red Scaffold.

The requirements for earning an Associate of Arts Degree through CRCC/NSC are:

ASSOCIATE OF ARTS (GENERAL STUDIES)

Areas of Study	Number of Credit Hours
Humanities	10
Physical Education	4
Physical and Natural Science	12
Social and Behavioral Sciences	12
Electives	26
Total	64

An Associate of Arts Degree in General Studies is offered through CRCC. Course offerings at the post-community college level (Masters) are available in Education Administration, History and Philosophy of Vocational Education, School Law, and Seondary School Curriculum; at the Bachelor of Arts Degree level, courses are available in Methods and Problems in Minority Education, and in Reading in Elementary Schools.

Student Services. Student Services at CRCC consist basically of counseling in the areas of academic studies, employment, financial aid, and personal help. Community services have included presentations and academic counseling for local communities and high schools. The college has also offered general management and grantsmanship programs such as Head Start, the Johnson O'Malley project, Law Enforcement, and mental health and alcoholism workshops at the Swift Bird Correctional Institution. The student services and community services programs at CRCC are targeted for fuller development.

Following is a listing of the Fall 1978 course offerings available to residents of the reservation through Cheyenne River Community College:

FALL SEMESTER 1978

Course Number		Course Title	Credit
EPSY	202	Educational Psychology	2
SPED	100	Intro. to Special Ed.	2
ED	224	Intro. to Indian Ed.	3
ENGL	104	English Composition	3
BIOL	101	Intro. to Biology	4
HIST	121	History of Civilization	3
ARTS	111	Beginning Figure Drawing	3
FREN	101	Beginning French	5
LAKL	299	Advanced Lakota	2
GEOG	111	World Geography	3
ENGL	115	Lakota Oral Literature	3
EDAD	700	Educational Administration (graduate level)	3
PSYC	101	General Psychology	3
SOC	100	Principles of Sociology	3
CHEM	110	Intro. to Chemistry	4
ENGL	105	Intro. to Poetry	2
DCOM	131	Intro. to Communications Disorders	3
MATH	111	College Algebra	4
MATH	140	Fundamentals of Mathematics	3
SOC	351	Criminology	3
O-ED	111	Beginning Typing (starts Monday October 2)	2
PSYC	166	Mental Hygiene	3

BRIDGER

ENGL	104	English Composition	3

RED SCAFFOLD

HIST	121	History of Civilization	3
BIOL	211	Conservation	3
LAKS	299	Lakota Social Systems	3
MATH	140	Fundamental Mathematics	3

CHERRY CREEK

CHEM	110	Intro. to Chemistry	3
ENGL	255	Ethnic Literature	3

DUPREE

IA	437	Advanced Photography	3
SPCM	101	Intro. to Public Speaking	3
ARTS	111	Beginning Figure Drawing	3
MATH	140	Fundamental Mathematics	3
SOC	100	Principals of Sociology	3

SWIFTBIRD

ENGL	104	English Composition	3

WHITE HORSE

ENGL	104	English Composition	3

TIMBER LAKE

AVIA	100	Avaiation Ground School	2
ENGL	104	English Composition	3

INSTITUTIONAL PROFILE

Name of Institution:	Dull Knife Memorial College
Location:	Lame Deer Montana
Reservation Served:	Northern Cheyenne
Major Tribal Group:	Northern Cheyenne
Year Established:	1975
Chartered By:	Northern Cheyenne Tribe

Purposes and Objectives

The college is committed to the task of providing a learning environment which is compatable with the democratic principle that education should provide impartial learning opportunities for higher education including the enriching qualities of the Indian culture. The college will provide resources for intellectual development that will enable participants to cope and adjust to their personal, family, and social environment; and to enable individuals to attain the knowledge, skills, technology, appreciation and values essential to enable them to become contributing members of society.

The college recognizes its responsiblity to provide optional cultrurally-oriented educational programs along with traditional educational programs which will meet the multi-educational, cultural, and socio-economic needs of the total community. The college also accepts its responsibility to develop and maintain a college level educational program sufficiently flexible to serve the changing demands of the community it serves.

Institutional objectives are to:

1. Establish an accredited institution of higher education to serve the specific needs of the people of the Northern Cheyenne Reservation.

2. Provide Indian culturally-oriented educational programs wherever possible along with traditional programs.

3. Encourage and promote the recognition of Native American cultural virtues and promote recognition of Native cultural contributions to the total American culture.

4. Synthesize an environment conducive to restoring eroded intrinsic cultural values esssential for a positive self-image and the development of self-reliance of Indian Americans.

5. Provide an educational setting for persons wishing to revive their lost Indian heritage and perpetuate the positive aspects of their Indian culture.

6. Provide an educational setting for persons wishing to pursue a vocational trade, technical occupation or an avocational skill.

7. Provide an educational setting for improvement of self, family, and social environment.

8. Provide facilities and resources of an educational setting to help community members cope with their socio-economic encounters.

9. Provide an educational opportunity for persons to receive an Associate of Arts degree for transfer to higher education pursuits.

10. Conduct research and develop various culturally-oriented programs.

Tribal support for the college is indicated by their commitment and support in creating a new entity out of a previous program operated by the Northern Cheyenne Resource Development, Inc., which was aimed at programs in vocational training. This training was specifically oriented to the trade areas leading to development of the reservations coal resources and associated industries. The Indian Action Team, under the resource development umbrella was limited by not being a part of the tribal organization. Indian Action Team staff and students turned to the tribal council for support. In 1975, the tribe contracted with the Bureau of Indian Affair's Indian Technical Assistance Center and the college was launched.

Tribal Objectives for the Indian Action Program under the auspices of Dull Knife Memorial College are to:

1. Reduce the high unemployment rate on the reservation by raising the educational levels of the population.

2. Provide facilities and resources of an educational setting to help community members cope with their socio-economic encounters to increase the job finding/job holding skills of the community.

3. Lower the school drop-out rate on the reservation by making the educational system more responsible to the cultural background of the community.

4. Raise the number of Northern Cheyenne people who enter college.

5. Increase the number of college graduates by providing post-secondary classes on the reservation.

6. Continue to provide services in Adult Basic Education for reservation residents.

In addition to these objectives, all tribal objectives are the same as those of Dull Knife Memorial College. A six member Board of Directors at Dull Knife was appointed by the tribal council, some of whom are also members of the tribal council and provide an informational link between school and tribe.

The college states its future goals as:

"The future will see Dull Knife Memorial College campus as a model for other reservation-based communities and also those rurally isolated non-Indian communities without access to post-secondary education.

Our goal to become a fully accredited college will raise the level of community education. This, in turn, will help expand the level of the local economy, improve reservation standards and alleviate poverty.

The current planning stage included such things as expanded sports and recreation facilities, expansion of staff and course offerings and development and expansion of library facilities. Encouragement is also given for better cooperation with other tribal agencies within the reservation, provision for specialized training in teacher preparation, improvement of business skills and leadership, development of forestry services and improvement of Range Management and a host of others.

The college and its staff is also increasingly reaching out to the communities surrounding the reservation to improve understanding of the Indian culture to foster other solutions which may aid its people. The college will continue to be involved in cooperative information sharing with other tribes of Montana in order to improve services for all Indian peoples.

Much remains to be accomplished but the future is bright for Dull Knife Memorial College".

The Reservation and the College Constituency

The Northern Cheyenne Reservation consists of some 477,000 acres. It is located in southeastern Montana, adjacent to the Crow Indian Reservation on the west

and Custer National Forest on the east, the Tongue River serving as a natural boundry line. Lame Deer is the principal community; tribal, and BIA agency headquarters are located there as is the community college. The total Indian population on the reservation is 3,227.

There are three schools on the reservation – Busby, a residential K-12 school operated by the tribe; Labre School at Ashland, a private school K-12, and Lame Deer Public Elementary School K-8. Main population centers are Busby, Ashland, and Lame Deer.

Employment is predominately seasonal; unemployment averages about 40% annually, rising in winter months. Average family income is about $5,278 annually. Limited housing and other support services are provided through the Tribe, the Housing and Urban Development Department, and the Bureau of Indian Affairs. Agriculture – the cattle industry – is the principal economic base. Timber is also important; there is a sawmill employing some Indian people. An experimental farm owned and operated by theTribe investigates the improvement of agricultural methods for reservation farmers and ranchers. There is potential for developing farmland; about 36,000 acres could be irrigated and put into production. At present, only about 600 acres are being farmed by individuals. And, of course, the Reservation overlies very large coal deposits, but the tribe is not prepared to undertake the mining of these deposits in the foreseeable future. The reservation is surrounded by coal development in adjacent areas; several coal mines in nearby locations are in full operation or will be developed as on the adjacent Crow reservation. Consequently, the tribe is preparing to provide skilled work force in all areas related to coal development.

There are no public transportation services on the reservation. The nearest airport is at Billings, a distance of 110 miles from Lame Deer. There are inadequate facilities to meet tribal needs in the areas of education, public safety, water and sewage, transporation, health care, neighborhood and/or housing facilities and solid waste. Lack of these facilities is a major deterrent to economic development since these areas are basic to encouraging business investment on the reservation.

Until recently, the tribe had a lower educational level than most communities. In 1977 over 34 percent of those tribal members over 20 years of age did not have a high school diploma or General Equivelency Diploma, while only 1.7 percent had four or more years of college. However, more current data shows 51 percent of the Northern Cheyenne people hold high school diplomas or GED certificates, directly attributable to the Adult Education program at Dull Knife.

The school drop-out rate for elementary and secondary students averages 38 per-

cent. Data collected from school administrators in January, 1978, compared the number of probable students from the latestcensus count to those actually attending school, indicating that approximately 38 percent of the students not attending school.

Educational Attainment of Northern Cheyenne Households: 1977 Survey

Did Not Finish High School		High School Graduates		1-3 Years College		4 or more years College	
Males	Females	Males	Females	Males	Females	Males	Females
105	131	145	151	23	47	3	6

*As per survey of 2/3 of Northern Cheyenne Households.

ENROLLMENT PATTERN
By Program Classification (covers 17 Courses)

WINTER QUARTER 1979

Program Classification	Total	Male	Female
Business/Management Occupations	145	18	127
General Education	18	7	11
Other*	50	9	41
Total	213	34	179

*Includes 15 Students enrolled in No Credit courses.

Decription of the Educational Programs

Dull Knife Memorial College provides lower division curricula through its association with Miles Community College. The majority of the academic courses offered at Dull Knife are accredited through Miles College. College admittance procedures, tutition and degrees offered are the same at both colleges.

The requirements for earning an Associate of Arts Degree through DKMC/MCC are:

GENERAL:

At least 30 credit hours (2 quarters) must be earned at MCC to meet degree requirements.

Associate of Arts Degree:

A minimum of 90 credit hours in a prescribe transfer curriculum is required for the Associate of Arts Degree.

A two-year degree program for those students whose educational or professional goals will require them to transfer to a four-year college for completion of their preparation and training. The required courses for an Associate Degree are in most instances quite similar, regardless of the major field or professional training course being pursued It is generally recognized that basic knowledge and proficiency in a broad scope of subject matter (English, Social Science, Math Science, etc.) is an essential prerequisite to specialization in almost every field. Miles Community College offers Associate Degree course work in LIBERAL ARTS and a wide range of PRE-PROFESSIONAL programs leading to the Bachelor's Degree at major colleges and universities.

A cumulative grade-point-average of 2.0 or better is required in the credits earned toward the A.A. Degree. As part of the 90 credits, students must earn at least the minimum number of credits listed with each of the following groups:

Communications - 6 Credits

Communications 101-102

Humanities & Fine Arts - 9 Credits

Art - 121
Foreign Language - 101-102-103
Humanities - 101-201, 202-105, 251-252
Literature - 121-125, 204-206, 251-299.

Music - 114-115

Theatre - 101,124

Math & Science - 9 Credits

Math - all courses 100 and above
Science - all course 101 and above

Social Science & Human Behavior

Group I: 9 Credits

History - all courses
Geography (S.S. 103-104)
State & Local Government (S.S. 111)
American Political System (S.S. 112)
Political Ideologies (S.S. 113)
Economics (S.S. 211-212-213)
Social Science Seminar (S.S. 251)

Group II: 9 Credits

General Psychology I & II (Psych 101-102)
Special Psychology (Psych 201)
Educational Psychology (Ed. 211)
Human Growth & Development (Ed 201)
Sociology I & II (S.S. 105-106)
Social Problems I & II (S.S. 206-207)
Courtship & Marriage (S.S. 107)
Social Welfare (S.S. 115)

Physical Education - 3 Credits

All classes of an "activity" nature (does not include personal Health-First Aid)

The requirements for earning an Associate in Applied Science Degree are:

Associate in Applied Science Degree:

A minimum of 90 credit hours in prescribed occupational program is required for the Associate in Applied Science Degree.

A cumulative grade-point-average of 2.0 or better is required in the credits earned towards the A.A.S. Degree.

Students who satisfactorily complete Two-Year Vocational-Technical programs (including Business and Secretarial Science) wll be awarded an Associate Degree in Applied Sciences. If desired, students in Vo-Tech programs may qualify for an A.A. Degree by carrying a sufficient number of appropriate liberal arts credits in addition to their Vo-Tech courses.

Certificates

Certificate programs are for students who elect to acquire an occupational skill by enrolling in specific training courses which total less than two full years (90 credit hours). At the present time we offer certificates for Builders, Plumbing, Welding, Heavy Equipment and Related Mechanics, and Vocational Agriculture.

Associate in Arts Degree Programs

The following LIBERAL ARTS and PRE-PROFESSIONAL curricula are examples of those available to students of Miles Community College.

Agriculture
Art
Business Adminstration
Education
  Elementary
  Secondary
Engineering
Fish and Wildlife
Theatre Arts
History-Political Science
Home Economics
Law
Medical Sciences
Music
Physical Therapy
Psychology
Sociology
Social Work Forestry
General Studies

From time to time the college may find it necessary to enter into agreements with other institutions within the state for programs or upper division courses. Cooperative agreements may be worked out with Dawson Community College; Eastern Montana College, Rocky Mountain College, Montana State University, and University of Montana.

The vocational courses now offered through Dull Knife Memorial College include Vocational Agriculture, Building Trades, Heavy Equipment and Related Mechanics, Plumbing Trades and Welding. Approximately 75 trainees are involved in these areas. There are six experienced and accredited instructors teaching these courses with an instructor/student limit of 1 to 15. This provides an individualized and personal system of education and guidance for each trainee. Classes are limited to 15 to maintain a high-quality of training and to ensure that each trainee has direct access to the expertise of the instructor.

Trainees are paid an hourly stipend during the time they are in training and are usually placed directly in jobs when they graduate or leave the college.

On-the-job training is an important part of the program, not only to provide training in each area but to also provide many important and necessary services for tribal members who could not otherwise obtain such services. Particular emphasis is placed on services to the elderly.

All trainees are initially given classroom and shop time. The shops are equipped with modern up-to-date tools and machinery. Much emphasis is placed on safety and maintenance of equipment.

Entry requirements and admittance procedures are standardized to meet those of the state community college system. There are only two exceptions to the standardized procedures: 1) Indian preference is promoted in that Northern Cheyenne trainees are given first consideration, other Indians second and non-Indian third. No student is refused due to race, color, creed, or sex. The second exception is that we accept students with or without a high school diploma or a G.E.D. certificate. However, students without a high school diploma or G.E.D. are accepted on a provisional basis. We make provisions to test, teach, and help in obtaining the G.E.D. certificate. All trainees not holding a diploma or G.E.D. certificate must obtain the G.E.D. within three months of entering the program.

College academic students numbered between 50-120 and from all age groups. They come from all segments of the reservation population, and many from the various tribal organizations. Many of them have taken other college courses in various post-secondary institutions.

Class size in the academic areas tend to be higher than in the vocational field, but depending on the subject, will rarely exceed 25 students.

Tuition charges are scaled to those Miles Community and other state community colleges and all instructors hold credentials that meet the same requirements of any other college faculty.

Following is an overview of vocational/technical programs of study available through DKMC/MCC:

Vocational Agriculture

The vocational Agriculture Program, implemented in 1977, was designed to give the student a broad background in crop and livestock production since agriculture is considered by the Northern Cheyenne Tribe as the primary industry on the reservation deserving further development.

The program stresses a curriculum that coincides with actual farming and ranching methods most generally practiced by Northern Cheyenne livestock growers and farmers with emphasis on incorporation of new and improved ranching and farming methods.

Four basic courses are included in the curriculum. They are: Plant Science which includes an introduction to plant science, soils, forage identification, crop production, range management, and agricultural chemicals; Animal Science which includes introduction to animal science, animal selection, animal nutrition, animal health, beef production, horse management and introduction to swine, poultry and dairy cattle production; Agriculture Mechanics which includes basic arc and oxy acetylene welding, farm equipment operation and maintenance. Additionally a course in ranch construction is also included in the program and Related Skills which includes basic math, vocational math, and agricultural records.

In an effort to become somewhat self-sufficient, the vo-ag program has begun to develop a model farm which consists of approximately 360 acres of leased land. Of the 360 acres, 100 acres is farm land. The plan is to produce and sell seed gain. Eventually livestock, livestock facilities, shop/classroom facilities and grain storage will be added to further compliment the program.

Heavy Equipment and Related Mechanics

The objective of this program is to provide the student with all the skills needed to make the student employable as a Heavy Equipment Operator. In order to accom-

plish these objectives, several courses have been included in the program. They include orientation into the duties and responsibilities of the Heavy Equipment Operator, safety awareness, driver education, technical skills including basic math, vocational math, surveying, blueprint reading, estimating earthwork quantities and machine costs.

Special emphasis is placed on nomenclature of crawler tractors, motor patrols, front end loaders, backhoes and truck mounted cranes. Also the importance of preventative maintenance is particularly stressed in order to fully acquaint the student with the equipment he or she is operating.

Training also includes field work in the areas of general auto repair and heavy equipment maintenance. Some general projects, in service to the Northern Cheyenne reservation, include snow removal and road graveling.

Welding

The goal of the welding program is to teach the necessary welding skills for certification in the general construction trades. The welding training program is divided into two phases of approximately six (6) months duration. During phase one, he or she will be taught the basic safety rules and other technical information pertinent to the use of oxy-acetylene and arc welding equipment. The student is taught the manipulative procedures used in arc welding and cutting and oxy-acetylene welding and cutting. The student must also become proficient in his/her use of basic math, vocational math and blueprint reading.

Having mastered the above mentioned skills, the student is now ready to progress into phase two.

In phase two, the student begins study of advance pipe welding, MIG welding, TIG welding, hard surfacing, brazing, air arc, machine cutting, and cast iron welding and brazing. In addition, sheet metal and structural layout, fitting and forming, shop economics and cost estimating have been included in the curriculum.

In an effort to become self-sufficient, the welding program began expanding its facilities constructing a 40' X 60' shop which will house heavy metal handling equipment needed to fabricate items such as cattle guards and items needed by construction companies operating on or near the reservation. Employees will most likely be graduates of the welding program.

Blueprint Reading for Welders

It has long been recognized that the skilled welder is not only competent in the manipulative skills of his trade, but must be equally competent in his ability to interpret the trade drawings which describe the work he must accomplish.

Blueprint Reading for Welders is concerned with the basic fundamentals of drawing and interpretation as applied in the welding trade. Topics covered include basic lines and views, dimensions, notes and specifications, structural shapes, sections and detail and assembly drawings. Additionally, welding symbols and their significance are also included.

Building Trades

The goal of the carpentry program is to make the student employable in the building trades especially in the areas of remodeling and construction of homes.

An attempt is made to reach the stated goal by teaching fundamental carpentry techniques and methods. The student is taught identification, care, and safe use of hand and power tools common to the carpentry profession. The student is taught construction methods needed to build forms for concrete footings, foundations, slabs and steps. In addition, he/she is taught how to calculate and place concrete. The trainee becomes familiar with ballon type framing, western type framing, plank and bean type framing, roof framing and proper application of plywood and masonite sheathing. Application of wood, asphalt and mineral roofing material is also stressed. Installation of doors and windows is taught as a basic skill. Interior framing and stairwork is also emphasized.

Technical courses include basic math, vocational math, blueprint reading, building codes, drafting and estimating lumber and other material are an integral part of the basic carpentry program.

The students participate in any remodeling jobs on the reservation especially in the Home Improvement Program which zeros in on elderly persons on fixed incomes. Also the builders program has constructed several heavy timber bridges and is currently involved with construction of more bridges.

Plumbing

The goal of the plumbing program is to train apprentice plumbers employable in

the plumbing trade.

During the orientation he/she is made aware of the general duties and responsibilities of plumbing profession and given a thorough course in safety and accident prevention.

The student will learn to recognize, care for and use hand and power tools common to the plumbing trade. The trainee will study various water supply systems including cold water supply and storage, hot water supply and storage and rural water supply.

Plumbing students are required to take basic math, vocational math, blueprint reading, drafting, cost estimating and codebook interpretation.

Other skills basic to the plumbing trade such as knowledge relative to drainage, waste, and vent piping, sanitary pipe joining, valve and flow control and mechanical pipe joining. He or she will be able to recognize, install, and repair residential plumbing fixtures. Additionally students will get some exposure to steam and hydronic heating systems.

The students will be required to work on several OJT projects involving repair and maintenance of residential plumbing systems especially in homes owned by the elderly.

Blueprint Reading for Builders and Plumbers

Building Trades Blueprint Reading is designed to give plumbers and builders a general understanding of the information found in Blueprints. Information found on the blueprints is concerned with elevation drawings, floor plans, symbols and notations used on floor plans, scaling and dimensioning practices, structural information, detail drawing, pilot plans and trade information.

Blueprint reading has proven to be a motivation building course, after every chapter or two there is a trade competency test. Each student must obtain a score of 70 percent before going onto the next chapter. The tests begin rather simply and progressively get harder as the course progresses. At the time of this printing there have been five trainees who have finished. Five more students are almost finished.

Under the Title III of the Higher Education Act, DKMC and MCC implemented an upgrading scheme for the instructional staff, administrative staff and program curri-

culum. The thrust of the plan was to qualify Indian Action Program instructors and their programs along Miles Community College vocational educational guidelines, certify Indian Action Program instructors under the state vocational education parameters, and to seek accreditation of the Indian Action Program as a Montana Institute of Higher Education.

In order to qualify for the Miles Community College certificate, Indian Action Program instructors spent four (4) hours per week for one (1) year with a member of the Miles Community College Interanal Design Team preparing course outlines. As a result the Plumbing, Carpentry, Vo-Ag, Heavy Equipment and Related Mechanics and Welding instructors have all received their Miles Community College teaching certificates.

To meet the state Vo-Ed standards, several vocationally oriented instructional courses were taught to the Indian Action Program instructional staff by Northern Montana College.

Two new programs have been added to the curriculum. They are:

1. High School Student Program

   In 1977-78, there were two classes of 5 students each, comprised of high school students from Labre Indian School at Ashland. One day each week, for 2 hours during the school year, these students were taught the fundamentals of the Welding and Plumbing Trades. Each student received a required high school credit if they finished the program.

2. Photojournalism

   This is a non-criedit course with the participants giving their time on a voluntary basis. The basic goals are to acquaint the student with photographic techniques, dark room technology and general layout work. Participants of the course also do photographic work for the college and community. The photo-lab at Dull Knife Memorial College is fully equipped to undertake almost all phases of black and white photographic work.

Student Services. Student services are provided through varied sources. A vocational Education Guidance Counseling Program is a personal and career counseling program. In the Career Development and Job Placement program, the college works

with the Tribal organization specifically designated to handle this area. Students have direct access to these services because of this cooperative situation. Some of the services include application for tuition, scholarships and placement at the four year institutions. A Student Council performs various functions, such as sponsoring the men's and women's softball teams, an annual basketball tournament for the community and outside teams, along with fund-raising activities to support the Student Activity Fund. The Council acts as a grievance committee for the student body. An Indian Health Service Clinic is adjacent to the college site.

Community Services. These have included Christmas and Halloween parties, driver education courses, facilities for non-college sponsored workshops, financial aid (work study), grave digging, Life Skills courses, recreation programs, skating rink, response to technical assistance by community programs, and job placement help. One workshop was presented on Heating and Cooling Systems, which was designed to upgrade the Northern Cheyenne Housing Improvement and Assistance Project's ability to be more self-sufficient in maintaining repairing, and understanding the heaters installed in various homes throughout the reservation. Since the workshop in 1977, the project has been conducting its own maintenance trouble shooting for the residents of the reservation, rather than depending on outside assistance in technical problems. An Alcohol and Drug Abuse Seminar was also sponsored by the college in an attempt to deal with the high absentee and drop-out rate in reservation and school programs.

INSTITUTIONAL PROFILE

Name of Institution:	Fort Berthold Community College
Location:	New Town, North Dakota
Reservation Served:	Fort Berthold
Major Tribal Group:	Arikara, Mandan, Hidatsa
Year Established:	1973
Chartered by:	The Governing Board of the Three Affiliated Tribes of the Fort Berthold Reservation

Purposes and Objectives

The Fort Berthold Community College is guided by an ancestral adage which states, "we will teach our children what we know. We will send them to the corners of the earth to learn more. They shall lead us. To provide an educational service to the residents of the reservation which will enable them to go to the corners of the earth if they choose to do so, or to become effective community leaders, Fort Berthold Community College follows these principles:

- Every opportunity will be given to the communities to direct and control this educational service to ensure compliance with their educational needs.

- The educational service will provide each individual student an opportunity to acquire a positive self-image and a clear sense of identity by developing his full potential.

- Educational services will be provided to prepare students to operate effectively in their own cultures as well as in the outside society.

- Every possible effort will be made to assist the students with academic adjustment".

Fort Berthold Community College was created from a need characterized by low employment rates; high college drop-out rates; lack of skilled employees; desire to preserve cultural identities, and the desire to serve the community's educational needs.

Institutional Objectives are to:

- Provide students with a variety of courses and degree programs which will be applicable and relevant to them and to be fully transferable to any college or university in the area.

--- Preserve the culture of the Three Affiliated Tribes and promote the Indian language by providing courses in the Hidatsa, Arikara, and Mandan languages.

--- Improve the educational level of the Fort Berthold Indian Reservation and assist in the social and economic development of the reservation.

--- Provide courses which will enhance personal and academic development.

The Fort Berthold Tribal Education Committee was changed officially to the Fort Berthold Community College Board of Directors in 1974, and works with the Fort Berthold Community College staff and the tribally-sponsored Indian Action Team in carrying out mutually exclusive goals and objectives of the college. The College Board of Directors is comprised of two members from each of the five communities of the reservation: White Shield, Mandaree, Twin Buttes, New Town, and Parshall. The Board serves as a liason between the community and the college.

The Reservation and the College Constituency

The Fort Berthold Indian Reservaton is in west central North Dakota. The reservation contains 1,000,000 acres, but it also contains the Garrison Reservoir which runs directly through the middle of the reservation, dividing it into segments as much as 120 miles apart by road. The principal community and agency headquarters is New Town. Total Indian population is 3,456.

Unemployment at Fort Berthold averages 43 % of the labor force, with the customary sharp increase in the winter months. Estimated average family income is $4,070 annually, which is supplemented by support services from the tribe and federal agencies The reservation economy is primarily based on cattle and crop agriculture, however, there is the Northrup Aviation manufacturing plant in New Town, which employs some local Indian people and the Four Bears Motel, which employ others. Finally, the reservation is extremely rich in lignite deposits and recent oil discoveries were made in the western segment. However, the Tribe has remained opposed to lignite development and the number of jobs generated by the new oil discoveries is minimal since drilling is just commencing.

The five districts on the reservation are geographically isolated due to the Garrison Reservoir which was created in 1952. This has increased distances between communities and makes ground travel time-consuming. New Town is located on the north end of the reservation near the only bridge that crosses the reservoir. There is no direct bridge between the communities of White Shield and Twin Buttes; a road

distance of 110 miles seperates these points, although they are actually only five miles distant across the water. Fort Berthold Community College is based in New Town and also provides educational services to the communities of Mandaree (40 miles distant) and White Shield (55 miles distant). College courses are held at the site of the greatest number of consolidated enrollees. There is no bus transportation on the reservation to serve the five communities.

It has been determined that the institutional and tribal goals are consistent and mutually supportive. This is evidenced by the support of the tribal administration since inception of the college and more recently by close cooperation between the reservation governing body and the college in terms of mutual assistance on specific grants and projects. Similarly, other reservation-based programs have expressed their willingness to work with the college center staff in addressing their training needs and/or in coordinating their services to the reservation populace. And although the reservation communities are isolated geographically, there is no lack of positive interest, enthusiasm, pride, and strong support for the further development of the community college throughout the reservation.

Public Services. Public services on the reservaton are minimal. Aside from New Town, the closest major industrial and commercial center is Minot, approximately 75 miles distant. Reservation residents must rely heavily on the tribal government and the Bureau of Indian Affairs for services such as health, housing, and education. No public transportation system exists and the roads are maintained at minimal adequacy levels.

Enrollments. Originally, student enrollment began with 53 students in the 1974-75 academic year. The enrollment has remained steady since then. The majority of students are in the 30-40 age group; with overall ages ranging from 21-50.

FALL 1978 ENROLLMENT

Indian	Other	Total	Male	Female
58	2	60	9	51

The potential for significantly higher enrollments is very good, depending on expansion of course offerings and facilities and improvement in transportation services. At present, the community college must rely on temporary facilities for classrooms, especially in some of the outlying districts. Surveys done by the college indicates a high degree of interest among the people in college level courses that are accessible locally.

Description of the Educational Program

Fort Berthold Community College offers a two-year Associate of Arts degree program through Mary College and Minot State College Extension Division. Associate of Arts Degrees are available in four areas. In addition, there are "Study Areas", which are groups of course offerings available through the College which do not lead to an Associate of Arts Degree but the credits received there are transferable to other higher education institutions.

The College receives course credits from both Mary College, (the Title III sponsoring institution) and Minot State College Extension Division. The core areas covered by these institutions are:

Mary College	Minot State College
*Community Mental Health	*Accounting
Education	*Mid-Management
General Studies	General Studies
Tribal Studies	Native American Studies
Early Childhood Education	*Secretarial Science

(*Denotes that these courses are offered in conjunction with achieving an Associate of Arts Degree)

The Community College is striving to meet the needs of the reservation through majors in four general categories: Human Services, Business, Education, and General Interest. Other courses may be offered should the need be established through course demand.

The college operates under an open door admissions policy. The only restriction on admissions is that a student without a high school diploma or GED Certificate must contract with the school to get their GED before the end of the academic year of their initial course registration.

High school senior students may participate in the course offerings on the recommendation of their school principals who certify that they are able to attend a class or classes without undue hardship on their high school studies. The requirements for earning an Associate of Arts Degree through FBCC/SMC/MSC are:

1. Students must have completed, either high school or GED prior to graduation.
2. Students must have a cumulative grade point average of not less than 2.00.
3. Students must have completed an overall total of 68 semester hours of course work.
4. Students must not be indebted to the College.

Students applying for Associate of Arts Degrees, as listed, must so state before the end of their freshmen year. Those wishing these degree areas must, in coordination with the college, apply for acceptance into the various departments of those institutions granting the A.A. Degrees, i.e., the sponsoring institutions.

Student Services. Student services at Fort Berthold Community College consist primarily of academic and financial aids counseling. A student Grievance Committee was established to deal with student rights/grievances in relation to the college's operations as affects them. In the planning stages are things such as: food services; recreation, and cultural reinforcement programs.

Community Services. Fort Berthold Community College sponsors a variety of community oriented services that are not part of the regular academic program. For instance, special workshops have been conducted covering topics such as: income tax preparation; guitar lessons; survey of Indian law; solar and wind energy; and grantsmanship. The college looks forward to fulfilling its potential role in providing an even broader range of community services as it continues to develop.

Course Offerings. Under the "dispersed learning" model, Fort Berthold Community College delivers classes through its outreach program; the instructors take the courses to the communities. It uses whatever classroom space that may be available; in one instance, this involved use of a private home during one spring semester. Generally, however, classes are conducted in tribal, BIA, or public school facilities.

Description of Courses.

HU 325	Special Offerings in Humanities	1-4 Semester Hours
HU 402	Hidatsa Indian Language	4 Semester Hours
HU 403	Arickara Indian Language	4 Semester Hours
HU 225	Tribal Government ---- The study of the legal, social and political make-up of the tribe.	
HI 104	Modern World --- Social, political, and economic changes from the Industrial Revolution to the present.	
HI 325	Special Offering in History	1-4 Semester Hours
GOV325	Special Offering in Government	1-4 Semester Hours
Theo301	Native American Religion --- A study of various beliefs and expressions among native americans according to culture areas with a concentration on the Plains Indians.	

SOC 103	Introduction to Indian Studies --- The origins and development of Government agencies that affect Native American Indians. A study of reservation and tribal government as a social system. Related topics will be explored: Education, Religion, and Economics.
SOC 200	Contemporrary Indian Societies --- Course will study and present reservation system from sociological perspective. To include social institutions from an economical viewpoint. Related topics: selfdetermination, employment, educational programs, tribal economics.
SOC 108	General Sociology -- Nature of culture, society and socialization. An analysis of group life and other forces such as role, status, social stratification and collective behavior.
SOC 202	Social Prolems --- Present day adverse conditions in American society such as population problems, war, ecological problems, poverty, racism, and genocide.
SOC 202	Deviant Behavior --- Public and private forms of deviant behavior. Emphasis will be placed upon adult crime, juvenile delinquency, drug addiction, alcoholism, and mental disorder.
SOC 325	Special Offering in Sociology --- 1 - 4 Semester Hours

ASSOCIATE OF SCIENCE DEGREE IN SECRETARIAL STUDIES

An associate of science degree in secretarial studies is now available for the student who wants to obtain a broad general education background with specialization meriting degree status. Emphasis in this degree is placed on developing a well rounded individual who possesses competencies including office skills, analytical abilities, and personal-social skills.

Freshman Year

Fall		Winter		Spring	
English 101	5	English 102, or Speech 201	4-5	Psychology 101	4
*Accounting 206	4	Accounting 207	4	Intro to Bus 110	4
Shorthand 101	4	*Shorthand 102	4	*Shorthand 103	4
*Typewriting 106	4	Typewriting 107	4	Office Services 217	3
	17		16-17	Office Machines 216	3
					18

Sophomore Year

Fall		Winter		Spring	
Shorthand 202	4	Shorthand 203	4	Shorthand 204	4
Econ 202	4	Data Processing 1330	4	Exec Sec Proced 350	4
Bus Law 302	4	Lab Science or Humanities	4	**Social Science Elective	3-4
Bus Comm 314	4	Income Tax 311 or		Bus Elective	4
Leisure Time Ed	1	Pers Finance 313	4		15-16
	17	Leisure Time Ed	1		
			17		

*Placement in advanced courses will be made for students with a background in skill courses.
**Elect from Soc. 170, Hist. 123, or Pol. Sci. 160.

ASSOCIATE OF SCIENCE DEGREE IN ACCOUNTING

An associate of science degree in accounting provides an alternative to students who do not plan to complete a four-year degree program. Students completing this program should acquire background for various accounting data processing, and related management and accounting positions. The student also has the opportunity to selct advanced courses as to his particular interest in the sophomore year. All courses on this program will count toward fulfilling requirements for an accounting major on the BA degree program.

ASSOCIATE OF SCIENCE DEGREE

Freshman Year

Fall		Winter		Spring	
English 101	5	English 102 or Speech 201	4-5	Accounting 208	4
Accounting 206	4	Accounting 207	4	Psychology 101	4
Typewriting 106	4	Office Machines 202	4	Business Reports &	
Math 118	4	Economics 202	4	Communications 314	4
	16	Leisure Time Ed	1	Leisure Time Ed	1
			16 - 17		16

Total Hours - 98 100

ASSOCIATE OF ARTS DEGREE IN MID-MANAGEMENT

This new program has been developed to provide students with an opportunity to obtain specialized training within a two-year period. Emphasis in this program will be to develop analytical competencies, management concepts, technical business knowledges, and specialized communication skills. In addition, the student will also broaden his background through a core of general studies courses. Students completing the program should be qualified for such positions as departmental store managers, industrial and commercial sales, junior accountancy, and office administration with business, educational, financial, and government organizations.

ASSOCIATE OF ARTS DEGREE

Freshman Year

Fall		Winter		Spring	
English 101	5	English 102 or		Psychology 101	4
Accounting 206	4	Speech 201	4-5	**Soc Sci Elective	3-4
Intro to Bus 110	4	Accounting 207	4	Accounting 208	4
*Typewriting 106	4	Econ 202	4	Office Machines 216	3
	17	Math 118	4	Business Elective	3
		Leisure Time Ed	1		17-18
			17		

Sophomore Year

Fall		Winter		Spring	
Data Processing 1330	4	Lab Science or		Salesmanship 320	4
Bus Com 314	4	Humanities	4	Personnel Mgmt 415	4
Fund of Mgmt 360	4	Income Tax 1311	4	Office Mgmt 413	3
Marketing 317	4	Bus Law 302	4	Mgmt Elective	3
Leisure Time Ed	1	Business Elective	4	99-101 Total Hours	

*This requirement is waived if student can demonstrate a proficiency in typewriting of 40 or more words per minute.

**Elect from Soc. 170, Hist. 123, or Pol. Sci. 160.

SUGGESTED PROGRAM OF STUDY
Mental Health Associate Program

FRESHMAN		SOPHOMORE	
PSY 201	General Psychology 4	EN 204	Effective Oral Comm 4
SW 201	Intro. to Social Work 4	PSY 405	Personality & Psychopathology 4
PSY 123	Mental Helath Practice 2	PSY 223	Mental Health Practicum 2
BI 101	Life Science OR		Co-Curricular Activities -
BI 103	General Biology OR	SOC 202	Social Problems 4
MA 101	Fundamental Concepts of Math 4	PSY 308	Social Psychology 4
PSY 208	Psychology of Human Growth & Development 4	SOC 404	Marriage & the Family OR
EN 206	Written Communications 4	SOC 202	Deviant Behavior 4
SOC 202	Deviant Behavior OR	PSY 224	Mental Health Practicum 2
SOC 404	Marriage & the Family 4		Co-Curricular -
PSY 124	Mental Health Practices 2		
	Co-Curricular Activities -		

In the event that students are interested in obtaining a four-year degree after completion of Associate of Arts degree, all of the courses and credits undertaken for the Associate of Arts degree will be transferable toward a four-year degree. The two-year Community Mental Health Associate Program is designed for people who are sincerely interested in working with persons experiencing a wide variety of mental health problems. We expect that our graduates will be found counseling alcoholics and drug addicts, aiding suicidal persons, rehabilitating handicapped individuals, coordinating community volunteer programs, advising families for securing services, and educating the general public for better mental health practices throughout the community.

The minimum time in which the required sequence can be completed will be four semesters and a summer mental health intership of four weeks.

TWO YEAR NATIVE AMERICAN STUDIES

SUGGESTED PROGRAM OF STUDY

FRESHMAN

BI	101 Life Science OR	
BI	103 General Biology	4
MA	101 Fundamental Concepts of Math	4
SOC	103 Introduction to Indian Studies	4 (required)
EN	206 Written Communications	4
		16

Independent Interim

PSY	201 General Psychology	4
SOC	200 Contemporary Indian Societies	4 (required)
EN	204 Effective Oral Comm	4
SOC	202 Deviant Behavior OR	
SOC	404 Marriage and the family	4
		16

SOPHOMORE

PSY	206 Psychology of Human Growth & Development	4
SU	201 Introduction to Social Work	4
HU	202 Native American Culture and Language	4 (required)
THO	301 Native American Religion	4 (required)
		16

Independent Interim

SOC	202 Social Problems	4
HU	301 Native American Languages OR	
HU	302 American Indian Literature	4
PSY	308 Social Psychology	4
HU	403 Arickara Language	4 (required)
		16

TOTALS 64-68

INSTITUTIONAL PROFILE

Name of Institution:	Fort Peck Community College
Location:	Poplar, Montana
Reservation Served:	Fort Peck
Major Tribal Groups:	Assiniboine and Sioux
Year Established:	1978

Purposes and Objectives

The stated purpose of the college is: "To serve the people of the Fort Peck Reservation and Northeastern Montana by serving as the vehicle for educational programs stressing Indian cultural awareness and individual career awareness."

The Fort Peck Community College philosophy was developed on the belief that the American Indian people are an unique people and, as such, require an educational program designed to meet their special needs'

> "Many of the people will not leave their homeland and therefore it is important that education be brought to them. Indian culture, history and beliefs must be perpetuated among Indian people of all ages. Self-awareness through education is a foundation which is necessary to build a career, a life-style, and a true sense of self-pride."

The goal Statement of the College reads: "To establish a program that will lead to an Associate of Arts Degree. The Fort Peck Community College will produce an academic program that will allow interested students to gain credit that will be transferable to other institutions of higher education and/or post-secondary institutions. Fort Peck Community College will further serve by establishing community-based activities that will help support present community organizations and establish new organizations based on community needs. The primary long-range goal is the establishment of a completely financially self-sustaining Community College on the Fort Peck Assiniboine and Sioux Reservation....." [15]

Future plans for the Fort Peck Community College are to: "Develop into an educational system that is specifically designed for the Fort Peck Reservation and

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[15] The college operates under a bi-lateral, cooperative agreement with Miles Community College for course accreditation/financial purposes.

Northeast Montana. The curriculum is being developed by the people. Instructors live and work in the local reservation community. The College has been developed on the Fort Peck Reservation and it will continue to be developed based on local needs and wants. The College can help strengthen previously established, but insufficiently funded, cultural research and development programs. The College can also help establish a basis on which these tribal cultural programs can further research and develop traditional and contemporary religious areas of study....."

Fort Peck Community College offers accredited courses through Miles Community College, Miles City, Montana and Dawson College, Glendive, Montana. Actions are being taken to apply for accreditation candidacy status through the Northwest Association of Schools and Colleges and the Montana State Board of Education.

The overall goals of Fort Peck Community College are determined by the FPCC Board of Directors, which is the governing and policy-making unit of the college. Their specific powers, duties and activities are taken from the original Charter of the college. The Board's final responsibility rests in the area of 1) Interpretation: This is a two directional job. The Board has the responsibility of interpreting the school's needs, desires, and programs to the community, and further, communicating these needs, desires, and programs to the professional staff; 2) Appraisal: This is also known as evaluation, which determines how policies are functioning and how the district's schools are performing; 3) Planning: This is one of the most important functions of the Board, Planning and the setting of goals are closely interrelated; and 4) Legislation: This is the development and enactment of policies for the district and the approval of means by which policies are to be executed. This close tribal-college relationship ensures that institutional and tribal goals are consistent and mutually supportive. Likewise, the college has interacted with other reservation community programs in the presentation of several workshops and in-service training seminars which are outlined in the description of the college's educational program.

The Reservation and the College Constituency

The Fort Peck Reservation is located in northeastern Montana covering 2,093,318 acres; 900,000 acres is open range, dry farm and pasture land; 12,000 acres are irrigated and the remaining acreage is forest, industrial, and mining area. Total Indian population on the reservation is 4,630; 50% are under age 20.

Poplar is the principal community; it is headquarters for the Assiniboine and Sioux Tribes; Bureau of Indian Affairs, Indian Health Service, and the community college. Other population centers on the reservation are Fort Kipp, Brockton, Wolf Point, Oswego, and Frazer.

Limited seasonal employment is the primary source of work; more than 50% of the labor force are unemployed on the average going higher in the winter. Average family income is $5,976 annually; this is supplemented by services from the Tribe and Federal programs. Agriculture is the principal economic base. There is an industrial park at Poplar containing two tribally-owned manufacturing plants employing approximately 150 Indian people.

The education levels of the adult population living on the reservation has risen since 1966.

Education Level Completed (18 years of age and older)

	1966	1975
Not Known	10%	14%
Less than 8th grade	18%	9%
8th grade graduate	14%	10%
Some high school	31%	32%
High school graduate	27%	35%
	100%	100%
Some college	Less than 1%	10%
College graduate	2%	Less than 1%

Average Number of School Years Completed

Age Group	1966	1975
18-25	10.5	10.9
26-45	9.8	10.4
46 ---	7.2	8.9

The public schools on the Fort Peck Reservation are located in Poplar, Brockton, Wolf Point, and Frazer. Each town has an elementary school and high school. The enrollment in the four elementary schools in 1975-76 was 987, and high school enrollment was 313 students. The Fort Peck Tribal Education Office compiled a 33 percent high school student drop-out rate for FY 1975. The current total enrollment in reservation schools is 2,493, with an Indian student enrollment of 1,221. The Fort Peck Reservation is located over 300 miles from the nearest four-year post-secondary educational institution and 125 miles distant from the nearest two-year educational facility.

Public Services. Public services on the reservation are minimal not unlike many rural areas. There is no public transportation system. Reservation residents must rely on the tribal government and the Bureau of Indian Affairs for many types of assistance. The tribal government has the responsibility of directly or indirectly providing different forms of socio-economic assistance to the tribal members.

Enrollments. The enrollment pattern at Fort Peck Community College shows that the majority of the student body is female. The following Table portrays the enrollment at FPCC for 1978 by sex, age group, race, accrued credits earned, and grade point average:

1978

FORT PECK COMMUNITY COLLEGE WINTER QUARTER STATISTICS

Student Ratio

Students	Race	Age	Age
Female - 83%	Indian - 88%	16 - 21 years = 13%	38 - 42 years = 17%
Male - 17%	Non-Indian - 11%	22 - 27 years = 17%	43 - 47 years = 13%
		28 - 32 years = 17%	48 - 52 years = 5%
		33 - 37 years = 14%	53 - 57 years = 3%

STUDENTS - 90 CREDITS - 282

FORT PECK COMMUNITY COLLEGE SPRING QUARTER STATISTICS

1978

Student Ratio

Students	Number	Percentage	Race
Female	97	72%	57 Non-Indian - 42%
Male	38	28%	78 Indian - 58%

Age Groups

Age	Number	Percentage
16 - 21	10	7%
22 - 27	34	25%
28 - 32	28	21%
33 - 37	26	19%
38 - 42	20	15%
43 - 47	7	6%
48 - 52	6	5%
53 - 57	2	1%
58- 62	0	0%
63 - 68	1	1%

STUDENTS - 215 CREDITS - 538

Total Credits earned for Spring Quarter - 297
Total Credits for Spring Quarter - 538
Basic Grade Point Average for Spring Quarter - 2.38%
Overall Grade Point Average for EPCC - 2.04%

Description of the Educational Program

Fort Peck Community College programs are offered in two-year Associate of Arts Degree academic courses, vocational/technical programs, transfer courses to four year institutions, and community services courses.

The requirements for earning an Associate of Arts Degree through Fort Peck Community College/Dawson College are:

A student must maintain a Grade Point Average of at least 2.0 and must earn 90 credit hours to obtain an Extension Associate Degree. Degree programs are offered in the following aeas:

Associate of Applied Science (AAS)

Agriculture/Business (I year Certificate available)
Livestock Terminology
Business Administration
Business Management
Secretarial Science (1 or 2 year Certificates avaiiable)
Land Surveying Terminology
Human Services
Science
Law Enforcement

Associate of Arts

General Studies

The 90 credits hours are usually spread across the following: Core Courses 30 hours; Resident Courses (at Dawson) 30 hours; Sub-100 level Courses 15 hours, and Elective Courses 15. These are the basic requirements for earning an extension associate degree through FPCC/Dawson.

COURSE OFFERINGS

1979 Winter Quarter
for College Center/Dispersed Sites

Name of Course	Course Number	Credit Hours
Survey of Ancient Art History	Art 213	3
Plant Science in Agriculture	AGR 111	4
General Biology	BIOL 101	4
Beginning Typewriting	BUS 101	3

Beginning Shorthand	BUS 121	4
Principles of Accounting	BUS 171	4
Composition (2 sections)	EN 101	3
Technical Writing (2 sections)	EN 104	3
Intro. to Literature: Short Story	EN 151	3
Elementary Reporting & Editing	EN 111	3
First Aid & CPR (2 sections)	HLTH 280	3
Intro. to Human and Social Service	HS 101	3
Indian Correspondence & Interviewing Skills	HS 111	3
American Indian Arts & Crafts, Bustle Making	IS 200	3
Sioux Language	IS 231	3
Sports Officiating	PER 111	3
Recreational Fitness	PER 280	2
Intro. to Political Science	PS 122	2
American Government	PS 201	3
Abnormal Psych.	PSY 280	3
Principles of Speech (2 sections)	SP 101	3

Community Services. Programs in this area are for the most in the developmental stage. Such services/programs have included: Workshops in college finance, cultural library development, voc-ed funding, budget development, and in-service training for the Fort Peck Education Department.

Other community services are provided by the following:

Bureau of Indian Affairs
Fort Peck Community College Center
Fort Peck Tribal Police Department and Tribal Courts
Fort Peck Reservation Project Head Start
Hope Ranch
Indian Health Services (Public)
Neighborhood Youth Clubs
Poplar Summer Recreation Program
Tribal Health Services
Bureau of Youth Services
Tribal Newspaper
Wolf Point Volunteer Ambulance Service
Day Care Center
Mental Health/Social Services

INSTITUTIONAL PROFILE

Name of Institution:	Little Hoop Community College
Location:	Fort Totten, North Dakota
Reservation Served:	Devil's Lake
Major Tribal Group:	Devil's Lake Sioux
Year Established:	1974
Chartered By:	Devil's Lake Sioux Tribe

Purposes and Objectives

Little Hoop Community College was developed based on the philosophy that Indian students deserve an educational system responsive to their needs and concerns; a philosophy that is sensitive to their status as bi-cultural people in a modern, technological society. Thus, an important purpose of the college is to provide an educational process through which the students can experience success and reinforcement as Indian -- Devil's Lake Sioux -- people. The educational program is focused on educating each student to reach a goal that is desirable to his/her needs and is attainable in the multicultural world.

The overall purpose of Little Hoop Community College is aimed at the development and preservation of Indian culture through its curriculum and programs of study, and to provide foundations for the transfer of students to four year colleges and universities; to provide assistance in programs of community service and development; to offer an educational system for those wishing to continue their education while at the same time keeping to needs and desires of the local community; and, for the development of a Cooperative Education Program reflecting the needs and desires of the people.

Institutional Objectives of the college are to:

1. Establish a stable funding base.

2. Become a fully accreditated postsecondary institution.

3. Work with the Tribal Council to stimulate mutual assistance and support in financial and political matters.

4. Offer remedial educational programs and academic reinforcement through speed reading and comprehensive work.

5. Provide a well-rounded Liberal Arts academic program.

6. Expand and implement vocational programs to broaden the college's service to the community.

7. Encourage its students to work with secondary and elementary school children as role models to help them realize the value of education.

8. Facilitate panel discussions with staff, faculty and students on curriculum and other matters related to the development of LHCC.

9. Help teach students the importance of attending class regularly, and increase the retention rate of students.

10. Increase funding for library services.

11. Develop college-level programs to give equal opportunity for all students, regardless of academic ability.

12. Improve the science program and provide additional laboratory facilities.

13. Develop a strong Adult Basic Education program.

14. Develop programs in Indian studies and religious heritage.

15. Implement staff and board inservice and professional training courses.

16. Broaden the recruitment program to reach the total community population.

17. Provide assistance in industrial needs for tribal business employees which would contribute to economic development of the reservation.

18. Increase the availability or number of community workshops and other community services.

19. Provide orientation sessions for job interviews.

Educational outcomes of the LHCC 1977-78 program year:

Objective 1: Provide the first two years of a broad liberal arts curriculum. This objective was accomplished through ten academic courses offered at LHCC during

1977-78.

Objective 2: Provide 114 contact hours of classroom instruction. This objective was exceeded. A total of 122 contact hours of classroom instruction was offered.

Objective 3: Institute a new Indian History course focused on the Wahpeton-Sisseton Sioux Tribe. Background research for this course was conducted at the National Archives in Washington, D.C. prior to offering the course during the fall semester of 1977.

Objective 4: Conduct a Mental Health Workshop for paraprofessional counselors on the Fort Totten Reservation. This objective was achieved.

Objective 5: Increase library services to the elderly through an outreach program. This objective was not accomplished because 1) a survey conducted to determine interest proved inadequate, and 2) the library lacked the resources needed to provide such a service. There are plans to pursue this objective during the 1978-79 program year.

Objective 6: Provide educational counseling services to area students. Visits to area high schools were made to discuss with students their future educational and career plans. College representatives also held recruiting meetings with students in the community.

Objective 7: Serve as the local educational resource center for Tribal educational pursuits. The Tribal Council has used the resources of the library in sponsoring a driver education training session and adult basic education program. The Indian Health Service also held a child behavior modification session at the Center.

Objective 8: Expand the vocational offerings through research and development. As a result of the research and development work during 1977-78, the college has received a grant to implement a vocational training program during 1978-79 which will permit course offerings in agriculture and in secretarial training.

Objective 9: Assist the Devil's Lake Sioux Tribe in becoming self-supportive in terms set forth by the Indian Self-Determination Act. Courses in Tribal Law and Government and the Lakota Language were offered through LHCC.

The Reservation And The College Constituency

The Devil's Lake Sioux Reservation is located in northeast North Dakota. The Reservation contains 252,000 acres of land but only 20% of this remains in Indian hands. Fort Totten is the principal community, tribal, agency, and community college headquarters. Total Indian population on the reservation is 2,789.

Unemployment has improved some on the Devils Lake Sioux Reservation with the coming of the Brunswick Corporation. But it still average 62%; and, of course, increases during the winter months. Estimated average family income of those employed is $4,950 annually, again reflecting the Brunswick plant. The economy of the reservation rests predominately on: 1) the tribally-controlled Brunswick plant – which employs 200 Indian people, 2) agriculture, and 3) occassional jobs in the nearby city of Devil's Lake. The tribe now owns approximately 1200 acres in irrigated farm land which it is cultivating. The tribe plans to continue buying agriculture land with dividends from the Brunswick plant.

Little Hoop Community College Survey

Employment: Devils Lake Sioux Tribe Reservation

1977

Program Description	Indian		Non-Indian	
	F	M	F	M
Tribal Programs	152	155	66	41
Bureau of Indian Affairs	17	20	1	6
Education	39	30	32	17
Other Programs	6	1	2	0
Indian-Owned Business	3	0	0	0
Independent Business	2	9	3	21
Total	219	215	104	85

Total Indians: 434*
Total Non-Indians: 189
Total Employed: 623

*Many tribal programs employ people through the Department of Labor, Employment and Training Act (CERA) Programs. These positions are funded as trainee positions.

The college is located in a self-contained facility near tribal headquarters at Fort Totten. The building contains administrative, library, and classroom space, as well as a small size bookstore and student lounge area. The relatively small size of the reservation makes the college readily accessible to most of the population, although transportation is a problem.

Public Services. Residents rely heavily on the Bureau of Indian Affairs and the Tribe for various services. Nearby Devil's Lake is the local center of commerce and provides a hospital, public schools, retail businesses, and travelers accomodations. Lake Region Jr. College is also located in Devil's Lake. There is no system of public transportation on the reservation.

Enrollments. The enrollment pattern at Little Hoop shows the majority of the students is female. During the period of Spring 1975 to the Fall of 1978 female students totalled 476, compared to 269 males. Following is an illustration of the enrollment pattern at Little Hoop for the period of fall 1977 to fall 1978. The table does not include 55 students who were enrolled in the Adult Basic Education Program, or 6 secretarial trainees.

STUDENT ENROLLMENTS

Fall1977 - Fall 1978

	Enrollment	Female	Male	Indian	Non-Indian
Fall 1977	78	49	29	66	12
Spring 1978	50	29	21	47	3
Spring Workshop 1978	53	35	18	25	28
Summer 1978	10	10	0	10	0
Fall 1978	51	31	20	47	4
Total	242	154	88	195	47

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Description of the Educational Program

Curriculum 1978

Spring Semester		Fall Semester	
Course	Credit Hours	Course	Credit Hours
English 102	3	English 101	3
Principles of Bookkeeping 101	3	Tribal Law & Government	3
Psychology 101	3	Sociology 101	3
Social Work 255	3	Business Machines 205	2
Intermediate Typing 102	3	Developmental Psychology	3
Beginning Shorthand 111	4	Chemistry 103	2
Accounting 211	2	Typing 101	3
Advanced Dakota Language 108	4	Math Concepts 110	3
Speech 101	3	Elementary Dakota Language 107	4
Astronomy 101	2	Dakota Arts & Crafts 199	3
Social Problems 250	3	Painting 103	3
Recreation Leadership 130	2	Freshmen Activities 101	1
		Sports Officiating 251	2
		Cooperative Education	3

Degree Programs and Requirements

Academic Programs Offered	Semester Hours	Honor Points
Associate of Arts	60	120
1. General Studies		
2. Indian Studies	60	120

Vocational Education Tract	Other Programs Offered	Degrees
1. Business Management	Adult Basic Education	A.A.
2. Farm and Ranch Management	General Equivalency	A.A.S.
3. Secretarial Training	Diploma	

All degree candidates must: 1) file an application for candidacy for an Associate of

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Arts Degree at the time of registration for the final semester; 2) clear all college obligations; 3) a transfer student must have attended LHCC at least two semesters as a full-time student, and be in residence as a full-time student one semester prior to his graduation from LHCC; and, 4) be in attendance at the commencement ceremony in order to receive his diploma. A valid reason for non-attendance must be made known to the college coordinator.

Major efforts were made to develop a systematic needs assessment to use in developing the educational program of the college. The instruments used in assessing community needs were survey forms for 1) department heads of LHCC and small businesses; 2) community residents; 3) former LHCC students; and, 6) an assessment of students' transcripts to determine the courses needed to meet graduation requirements.

As a direct result of these surveys, two programs have been formulated, the Vocational Training Program as outlined in Objective 8, and a program proposal for disadvantaged students to provide remedial instruction has been formulated and submitted to the U.S. Office of Education. Additional surveys which have implications for long-range planning were also conducted during the year. One of these was an analysis of reservation children and youth enrolled in grades K-12. Another survey assessed the needs of all Fort Totten Reservation college students.

Student Services

Counseling Areas	Health Service	Recreation/Athletics	Activities
Academic	Indian Public	No structured recre-	Bake Sale
Financial Aid	Health	ation program	Dance
Vocational		No gymnasium faci-	Bingo
		lities or equipment	

Student Services programs as reported are strongest in financial aids, academic counseling, and health services. Areas requiring considerable attention include student employment, organized recreation and athletic/facilities, and transporation. Job opportunities on the Devil's Lake Sioux Reservation for LHCC students are practically non-existent. Many of those students who are employed are heads of households.

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Community Services

Services Offered	Tribal Technical Assistance Offered	Practicum Arrangements with Other Agencies
Arts and Crafts	Tribal Law and Government	Cooperative Education in these areas:
Workshops In:		Business Management
Mental Health		Education
Board Training		Mental Health
Secretarial Training		Secretarial Science
		Social Science
		Driver Education Training
		Adult Basic Education
		Child Behavior Modification

INSTITUTIONAL PROFILE

Name of Institution:	**Oglala Sioux Community College**
Location:	**Pine Ridge, South Dakota**
Reservation Served:	**Pine Ridge**
Major Tribal Group:	**Sioux (Oglala)**
Year Established:	**1970**
Chartered By:	**Oglala Sioux Tribal Council**

Purposes and Objectives

In 1970, regular extension courses were offered to residents of the Pine Ridge Reservation from Black Hills State College and the University of Colorado. These extension courses were offered through the Lakota Higher Education Center, which evolved into the Oglala Sioux Community College (OSCC).

The statement of philosophy of the college reads as follows: "The purpose of the Oglala Sioux Community College is to offer high quality vocational, academic, and community programs to meet the expressed needs of the Oglala people. We believe in the right of each person to determine his own future, to take pride in his Lakota heirtage, and to live with honor today. We look ahead to see the realities of tomorrow and we look back to see what we have lost. But we build today with optimism, for the challenges of today are not inferior to the challenges of the past. We will endeavor to educate our people to live successfully by assisting each person toward a goal that is both desirable and attainable, and by encouraging each person to find peace within himself in the midst of a multi-cultural world."

The General Purposes of Oglala Sioux Community College are to:

1. Provide the Oglala Sioux people, as a sovereign society, with human resources and personnel adequately prepared and trained for the Tribe and its community's developmental needs and in so doing, to provide students with competencies and exposures to values enabling them to achieve a decent livelihood and fulfill themselves individually and members of their communities and the Oglala Sioux Tribe.

2. Provide a Lakota perspective, both as integrated with professional and occupational curricula, as a discipline in itself, and through continuing education. Insofar as its resources allow, the college devotes research and study to the Lakota language and culture in order to encourage its development among the Oglala Sioux and a wider understanding of it among others.

3. To provide programs that will raise the standards of academic excellence for staff and students while maintaining open enrollments and emphasizing accessibility to potential reservation students.

4. Assist with the community development needs of its reservation districts.

Dissemination of courses with outreach support staff to distant communities has been a strategy of OSCC in pursuit of its objectives since its inception. Vast distances, low incomes and sporadic public transportation make travel to a central campus for courses next to impossible, and each community has unique developmental needs and potentials. Thus, OSCC has endeavored to teach courses in nine scattered communities. OSCC has developed classrooms and offices for staff in each of the nine districts of Oglala, Manderson, Kyle, Wanblee, Martin, Porcupine, Batesland, Allen, and Pine Ridge. The college has developed additional staff at each district outreach center and has reached its objective of providing each district center with a director, counselor, and basic skills instructor position, as well as selected trainee positions in home living and agriculture.

The foregoing college purposes and objectives of OSCC were reviewed and discussed by the entire college staff, selected groups of students, and the Board of Trustees. The official guiding statements of OSCC, which each department uses in formulating its own goals, are broadly seperated into four major projects guiding OSCC: tribal economic development, college improvement, Lakota culture preservation, and community development. The local operations of the College in each of the established District College Centers are placed under a representative board responsible only to the Board of Trustees both for general oversight and in the exercise of specific powers delegated by the Board of Trustees; thus ensuring that tribal council views, purposes and objectives are consistent with those of the College Centers.

More recently, institutional cooperative agreements have been arranged with the University of South Dakota at Vermillion for the registered nursing program; South Dakota State University at Brookings for agriculture, home living, and early childhood; and at the University of South Dakota at Springfield for a psychiatric technology program. A building construction program was offered cooperatively in the community of Porcupine with the University of South Dakota Springfield.

In order to meet the demands of the Tribe in economic development, OSCC has established the following goals:

1. To maintain an ongoing inventory of current and potential jobs and their corresponding training needs.
2. To design degrees and curriculum providing a basis for critical thought while meeting identified training needs.

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3. To work where possible with employers to develop meaningful career ladders and training plans.
4. To integrate academic experience wherever possible with the students actual work experience.

With these goals in mind, the college systematically determined what jobs exist currently on the reservation, and to then explore the impact the OSCC might have on the local job market. The following report resulted from the need to find the answer to three basic questions:

1) What jobs currently exist on the reservation?
2) What job vacancies regularly occur and what job opportunties will exist in the future?
3) What is the current unemployment figure and how might the college assist in improving the employment rate?

EXISTING JOBS JANUARY 1978

JOB/POSITION CATEGORIES

	Business	Ed.	Health	Law/Order	Social Serv.	Agricult.	Construct.	Labor	Factory
Tribe	141	41	36	16	30	10	60	36	0
Manpower	53	12	23	13	14	142	3	76	33
BIA	53	147	0	1	4	5	33	69	0
Police Cadet	16	0	0	91	0	0	0	0	00
SD Soc. Servie	6	0	0	0	31	0	0	0	0
College Center	26	42	0	0	0	0	0	1	0
Non-BIA	40	374	1	0	1	0	1	97	0
Hosptial	20	1	82	0	9	0	0	21	0
X-Y-Z	9	0	0	1	15	0	0	12	0
Industry	6	0	0	0	0	0	0	1	94
Construction	4	0	0	0	2	0	138	0	0
Private Sect.	197	0	0	0	0	1275	0	0	0
TOTALS	571	617	142	122	104	1432	235	313	127

Agency Totals:		Hospital	133
Tribe	370	X-Y-Z (Job Services, Project	37*
Manpower	367	Recovery, Meals for Elderly,	
Bureau of Indian Affairs	312	Cohen Home)	
Police Cadet	107*	Industry	101
SD Social Services	37	Construction	144
College Center	89	Private Sector	1472
Non-BIA Schools K-12	514*	Total Positions/Jobs	3683

*Includes some Manpower Trainees

The job situation at Pine Ridge Reservation is extemely fluid. Within a month after this data was collected, jobs had been created and eliminated in several agencies surveyed. Many jobs depend upon federal grants and the shifting winds of federal policy.

When the number of people hired is compared to the number of positions available, a fairly high disparity is seen. There exists not only a high turnover in jobs, but some jobs go unfilled because of the lack of a college degree or lack of specific skills needed. The situation of the high unemployment rate on the reservation is one that is being dealt with by the Oglala Sioux Community College in developing four year degrees in Education, Social Services, and Business, areas which are important to the unemployment picture on the reservation.

The Reservation And The College Constituency

The Pine Ridge Reservation is located in southwestern South Dakota, covering 1,788,000 acres. Pine Ridge is the principal community; the tribal headquarters, the BIA agency, and the Community College are located there. Total Indian population on the reservation is about 12,500.

Most employment on Pine Ridge is seasonal. Average family income is $5,674 a year, however, support services are also supplied by the Tribe, the Agency, and other federal programs. Agriculture, in particular, the cattle industry, is the principal economic base of the Reservation. However, there is also some manufacturing employment both in the community of Pine Ridge and other reservation communities. Presently approximately 300 people are employed in manufacturing; and efforts are underway to enlarge manufacturing employment. A number of Indian people are also employed in small retail and service enterprises. Businesses on the reservation include shopping centers, general stores, laundromats, cafes, and auto service stations; there are no lodging accomodations.

Public transportation is minimal, small van-like buses service the different communities on daily trips into the town of Pine Ridge. A small tribally-owned airplane is available for charter. The nearest commercial airport is at Rapid City; about 80 miles from Pine Ridge.

Public Services. Satellite offices of the Indian Health Service Hospital, the Bureau of Indian Affairs, and the Oglala Sioux Tribe are located throughout the reservation. These offices provide most of the limited public services in the community. Recreational facilities are limited; there are a few picnic areas and pow-wow grounds are to be found in all the reservation districts. Most of the reservation services are geared to the resident Indian people and their families; a majority of the services available are non-profit and exist on Federal and State funding.

Enrollments. The enrollment for the fall of 1978 at Oglala Sioux Community College is as follows:

ENROLLMENT-FALL 1978

Classification	Headcount Men	Women
Freshmen	77	94
Sophomore	27	77
Unclassified	13	31

Total Enrollment: 319

Enrollment in OSCC classes can be strongly influenced by the local employment picture. Government, State and Tribal programs which require their employees to take classes have caused decreases in enrollment when the programs end, or when people are hired late. The same kinds of programs have caused increases when they add a large number of new employees or when the programs require extra course work.

Another factor linked to the employment situation is the employer's support for employees to take college courses. Agencies which have linked promotions to training, such as the Bureau of Indian Affairs, New Careers, and Title I have supplied incentive for many of their employees to take courses. Originally many of these programs provided release time for employees to take afternoon classes.

STUDENT STATISTICS

Fall 1973 368
Spring 1974 303
Fall 1974 161
Spring 1975 337
[illegible] 1975 336
[illegible]ring 1976 436 (Indian Action Team required their employees to take math & other general courses.)
Spring 1977 455(Indian Action Team employees)
Fall 1977 321(Title I employees hired late)
Spring 1978 368
Fall 1976 368 (Title VII ended. Trainees had been required to take classes. Title I aides were hired late & were not able to register in time for classes. Release time for classes for Title I BIA employees ended.)

In 1978, a Goals and Purposes Survey was distributed to various sectors of the college community in an effort to document community need and define and delineate long-range institutional planning. The survey group was comprised of OSCC administrators, department chairpersons, district center/program directors, counselors, tutors, instructors and certain staff who are also OSCC students. The survey involved 45 goal statements ranked in decending order of importance according to the opinion of how realistically the institutional goals of the college were being met. The survey was completed by 47 OSCC personnel. It was concluded that more in-depth studies would be done before this survey could be regarded as a reliable indicator in determining OSCC goals and how these are being met. An OSCC student survey and an OSCC Board of Trustees survey would provide the additional documentation needed to ascertain community needs regarding OSCC goals and objectives.

The 105-page OSCC Status Study Report was completed in September, 1978, in the college's eighth year of development. Preparation of the study involved every employee of the college, although the major work was carried out by department heads and by the Accreditation Committee, which was formed in February 1978. Several sub-committees and task forces were spawned by the committee's action and their reports were reviewed and incorporated in this study, while other reports are an on-going process. Each department prepared a descriptive study for presentation to the OSCC Board of Trustees. The final report has been reviewed and accepted by the Accreditation Committee, departments, administration, and Board of Trustees. Throughout the work preparing the study and in the report itself, attention has been given to processes of involving people in the review and the importance of these processes for the continued development of the college.

The college population, although fluctuating, has remained fairly constant since Fall 1973, with an average of 339 students each fall and 380 each spring. There has been a general increase in the percent of full-time students and a corresponding decrease in part-time students. The current full-time enrollment, 64 percent, is eight percentage below the mean.

The full-time equivalency rate (FTE) has had a general increase from 161 in Fall 1974 to 310 in Spring 1976. The current figure of 295 is 64 points above the mean. There has been a steady increase in the number of graduates from seven in 1974 to 24 in 1978.

OGLALA SIOUX COMMUNITY COLLEGE STATISTICS: SPRING 1978

Enrollment Total	%Full-Time	%Part-Time	FTE Attempted	%Retention	Graduates	%Female	%Male
368	36%	64%	295	N/A	24	68%	32%
Mean 339	28%	72%	231	61.5%		64%	35%

At the time OSCC related courses began in Spring 1970, fewer than 4 percent of the reservation community had attended college, and only I percent had graduated from a four-year program. There was no bilingual education and virtually no Sioux culture/history content in the area schools. Only 15 percent had graduated from high school and in 1966 a study showed the average educational level for this group was 8.7 years. As a consequence of this study, one focus of OSCC has been on basic education and on high school equivalency work. An average of 80-100 students a year have passed the Graduate Equivalency Diploma exam since 1970. In 1977-78, 131 students gained an average of 1.4 years in reading level through the OSCC Right to Read program. Through this process the college has become cognizant of the need for additional planning efforts. A commitment has been made to a planning process which would serve to guide instituional goals and objectives into the coming decade.

An OSCC study of student graduates listed student name, community college degree obtained and present occupation.

OSCC Graduates

Year	Number	Degree	Number	Community	Number
1974	7	*Business	10	Porcupine	9
1975	8	*Education	37	Manderson	2
1976	19	*Human Services	9	Kyle	15
1977	19	*General Studies	8	Wanblee	7
1978	24	*Nursing	13	Allen	0
Total	77			Martin	3
				Pine Ridge	30
				Oglala	11
				Batesland	0

Examples of OSCC graduates occupations include:

*Education/General Services/Human Services

Headstart Teacher
Elementary Teacher (10)
Teacher Aide (5)
Teacher Corp (4)
Coordinator: Community Action Program
OSCC Director
Librarian: Crazy Horse School
Student; University of SD-Vermillion
OSCC Counselor
OSCC Administrative Assistant

*Business Occupations

Assist. Contracts Officer: Tribal Office
Postmistress
Data Coordinator-Office of Native American Programs
OSCC Financial Aids Officer
Bookkeeper
Secretary

*Nursing

Director: Community Health Program
Health Technician: Pine Ridge Parent/Child Center Program
Staff Nurse: Scottsbluff, Nebraska Hospital
Nurse: Public Health Hospital, Pine Ridge Community
Nurse: Martin Hospital, Martin

Description of the Educational Program

Oglala Sioux Community College offers first and second year level coursework leading to an Associate of Arts Degree. An Associate of Applied Science Degree in Psychiatric Technology is also offered. Post-community college coursework is offered in Elementry Education. A course is also available to the concept of the community college.

The college operates programs of study in cooperation with inter-institutional agreements with Black Hills State College, University of South Dakota, and South Dakota State University.

Academic coursework concentrations are in these areas:

Academic Program: A.A. Degree	Semester Hrs. Required for Graduation
Agriculture	72
Range & Crop Science	
Animal Science	
Park Management	

Business	67
Education	65
General Studies	69
Early Childhood Education	66
Home Living	66
Social Services	65
Lakota Studies	66-67

Psychiatric Technology A.A.S. Degree 69

The Oglala Sioux Community College requires that students must take certain OSCC institutional and general area courses which meet the requirements for an A.A. degree. The institutional requirements of the Oglala Sioux Community College is fifteen hours of Lakota Studies.

The general area courses are Communications (3 credits), Math and Science (3 credits), Social Science (3 credits), and Humanities (3 credits).

The general area requirement and the OSCC institutional requirements are waived for the A.A. in Nursing.

1. OSCC Institutional Requirements
   To receive an Associate of Arts Degree from Oglala Sioux Community College, a student must take fifteen hours of Lakota Studies.

   Lakota Studies
   Fifteen credits from those courses designated as meeting the requirements by the Lakota Studies Council as published in the Bulletin Soc 224 Sioux History and Culture and three credits of Lakota Language excluding credits obtained by a proficiency test must be included in the required fifteen credits.

2. General Area Requirements
   To graduate, a student must complete the following general area requirements of the college.

   Communications
   Nine hours of communications classes are required which are Enl 101 English I (3 credits); Engl 102 English II (3 credits); SpCm 101 Speech Communications (3 credits).

   Math and Science
   A minimum of three credits from courses designated as math and three credits designated as science.

Social Science

A minimum of three credits from courses designated as history, sociology, political science, economics, geography, or psychology including Lakota Studies courses within these disciplines except for Sioux History and Culture.

Humanities

A minimum of three credits from courses designated as music, art, philosophy, literature, or theater including Lakota Studies courses within these disciplines but not including Arts 71 School Arts and Crafts or Ed 217 Children's Literature or Mus 250 Music for Elementary Classroom.

CREDIT

Courses are accredited either from Black Hills State College, the University of South Dakota, or South Dakota State University. These courses are transferable as resident credit from these institutions.

HOURS OF RESIDENCE

A minimum of thirty semester hours must be earned in residence at Oglala Sioux Community College. Eleven semester hours of the last thirty semester hours preceding the awarding of the Associate of Arts degree should be earned at the Oglala Sioux Community College.

STUDENT COURSE LOAD

During the Fall and Spring semesters, 12 credit hours per semester is considered as a full-time course load. Students may enroll for up to 15 credit hours per semester. In special cases, upon the approval of the Academic Vice-President, this maximum load limit may be increased to 18 hours. During the summer semester, six credit hours is considered as a full-time course load. Students may register for up to seven credit hours over the summer. In special cases a student may register for more than seven hours during the summer, upon approval of the Academic Vice-President. In all cases, a half-time load is equal to one-half of a normal full time load.

GRADE POINT AVERAGE

To graduate from an Associate of Arts degree curriculum, it is necessary to have twice as many grade points as credit hours submitted. This means an average grade point of 2.0 for all work taken. Grade points for each hour of credit are as follows:

A – 4 grade points
B – 3 grade points
C – 2 grade points
D – 1 grade point
F – 0 grade point

The Oglala Sioux Community College has a two-year Nursing program which leads to an Associate of Arts Degree. Requirements for entrance into the nursing program are: high school diploma or G.E.D. certification. Transcript of high school work or of any college credits should also be submitted. A complete physical examination, with recent chest x-ray and immunizations up to date are needed. In addition to these, the College Center requires any students entering any program to take a mathematics proficiency and reading proficiency test. These must be passed at the accepted level. Any needed remedial work should be taken before entering the nursing program. There is no restriction as to age, sex or race. Students are selected on an individual basis, according to preparation and availability of clinical facilities. The prime purpose of the program is to provide Indian nurses or nurses for Indian reservations.

ASSOCIATE OF ARTS DEGREE IN NURSING

			Semester Hours
Anat	142	Human Anatomy	3
Biol	230	Basic Microbiology	3
Chem	102	Chemistry Survey & Lab	4
Chem	104	Chemistry Survey & Lab	4
Engl	101	Freshman English I	3
Engl	102	Freshman English II	3
Nurs	101	Fundamentals of Nursing	5
Nurs	102	Medical Surgical Nursing	5
Nurs	103	Psychiatric Nursing	5
Nurs	317	Obstetric Nursing	5
Nurs	318	Pediatric Nursing	5
Nurs	323	Advanced Medical-Surgical Nursing	7
Psy	101	General Psychology	3
Phy	222	Human Physiology	4
Soc	100	Introduction to Sociology	3
		OR	
SS	101	Introduction to the Social Sciences	
SpCm	101	Public Speaking	3
		TOTAL	65

The nursing program is a satellite of the University of South Dakota at Vermillion It is a two-year course. Upon the successful completion of the program, the student will receive an Associate Degree in nursing. The student will then be eligible to write the state board nursing examination. Successful completion of this examination enables the graduate to be licensed as a registered nurse.

Student Services. Student services consist of academic and financial aids counseling, and district student activities boards. Each of the nine district student bodies elects board officers. The purpose of the activities boards is to organize various recreational and social activities. Monies for these events are requested from the local College Center in the form of a resolution from the student board and members.

Oglala community services are offered in the areas of college prep courses, a Right to Read (remedial) Program, Life Coping Skills classes, and various workshops or seminars as per request of the college districts, as well as tribal technical assistance offered by the college, such as workshops given to the Headstart Program and Tribal Community Organization efforts.

Following is a listing of course offerings available in the nine districts served by Oglala Sioux Community College in the Fall Semester 1978-

COURSE BY DISTRICT

ALLEN

Course	Course Number	
Integregated Science for Elementary Teachers	Sci	201
Tribal Laws and Treaties	Pols	230
Human Development and Personality	CDFR	211
Child Growth and Development	ED	121
Freshman English II	Engl	102

BATESLAND

Math for Elementary Teachers	Math	341
School Arts and Crafts	Art	171
Freshmen English II	Engl	102
Speech Communications	SpCm	101
Physical Education for Elementary Teachers	Pe	360
Tribal Laws and Treaties	Pols	230

KYLE

Speech Communications	SpCm	101
Sioux History and Culture	Soc	224
First Aid	Hlth	250 (closed)
Math for General Education	Math	40

Freshmen English II	English	102
Parent Education & Family Counseling	Ed	312
Freshmen English I	Engl	101
Beginning Typewriting	O ed	111
Accounting I	Acct	210
Anthropology	Soc	200
Physical Ed for Elementary School	PE	360
Lakota Thought and Philosophies	Soc	211
Basic English	Engl	100
Creative Writing	Engl	483

MANDERSON

Child Growth and Development	Ed	121
Methods of Teaching Language	Artd Ed	340
Indian Education	Ed	349
Freshmen English II	Engl	102
Family Development	CDFR	103
School Arts and Crafts	Arts	171
Lakota Conversation I	Comm	114
Math for Elementary Teachers I	Math	341
Tribal Laws and Treaties	Pol	230

MARTIN

Freshmen English I	Engl	101
Lakota Conversation I	Comm	114
Math for General Education	Math	140
Speech Communications	SpCm	101
Accounting I	Acct	210

OGLALA

World Civilization	Hist	101
Accounting I	Acct	210
Child Growth and Development E	Ed	121
American Government	Pol	100
Integrated Science for Elementary Teachers		
Basic English Skills	Engl	100
Art In our Lives	ArtH	311

Native American Psychology		
Intro to Aikido		

Pine Ridge District

Lakota Conversation I	Comm	114
Clothing Construction Principals	TCID	112
Animal Science	AS	101
Crop Production	PA	103
Basic English Skills		
Freshmen English Skills		
Methods of Interviewing I	Psy	200
Introduction to Social Science	SS	100
Weed Control	PS	233
Anthropology	Soc	200
Biology		151
Records Management and Business Machines	Oed	142
Freshmen English II	Engl	102
First Aid	Hlth	250
Math for Elementary Teacher I	Math	341
Native American Psychology	Psy	355
Man and His Literature	Engl	313
Business and Report Writing	Bad	381
Physical Education for Elementary School	PE	360
General Psychology	Psy	100
Math For General Education	Math	140
Accounting I	Acct	210
Writing for the Public	Mcomm	151
Speech Communications	SpCm	0
Early Childhood Curriculum and Methodology	Ead	413
Intermediate Typewriting	Oed	112
Nursing	Nur	318
Maternity Nursing	Nur	317
Fundamentals of Nursing	Nur	101
Chemistry Survey	Chem	102
Huaman Anatomy	Anat	142

PORCUPINE

Environmental Conservation	WI	210

Freshmen English I	Engl	101
Math for General Education	Math	140
The Family	Soc	382
Animal Science	As	101
Crop Production	PS	103
Photography	MCOmm	265
Meal Management	NFS	251
Basic English Skills		100

WANBLEE

General Psychology	Psy	101
Native American Psychology	Psy	355
Freshmen English II		

INSTITUTIONAL PROFILE

Name of Institution:	Sinte Gleska College
Location:	Rosebud, South Dakota
Reservation Served:	Rosebud
Major Tribal Group:	Sioux (Sicangu)
Year Established:	1970
Chartered By:	Rosebud Sioux Tribe

Purposes and Objectives

Sinte Gleska College opened for instruction in February 1971 to provide post-secondary education for the people of the Rosebud Sioux Reservation. The college was founded on the philosophy of perpetuating the four Lakota (Sioux) virtues: wisdom (Woksape), courage (Woohitika), fortitude (Wowacintanka), and generosity (Wacantognaka), through education. Further, the stated mission of Sinte Gleska reads:

> "The people of the Rosebud Sioux Tribe recognize that their continued existence is very much in doubt. Therefore, they have established as their primary priority the survival of both the tribe and of the individual members of the tribe.
>
> Tribal survival requires Tribal autonomy, i.e., Tribal control of the political, economic, educational, medical and cultural institutions which dominate Indian life. Sinte Gleska College has the mission of addressing the post-secondary educational development of the people on the Rosebud Sioux Reservation.
>
> The College mission is to plan, design, implement and assess post-secondary programs which are uniquely appropriate to the Rosebud people."

Sinte Gleska College is a founding member of the American Indian Higher Education Consortium (AIHEC). It also holds membership in the American Association of Community and Jr. Colleges (AACJC), and is a Candidate for Accreditation with the North Central Association of Colleges and Secondary Schools at the Associate Degree - Granting level. The college is affiliated with the University of South Dakota, and Black Hills State College.

The logo of the college perhaps best symbolizes the philosophical stance of Sinte Gleska; it is described as follows:

"THE COLLEGE LOGO SYMBOLIZES THE FOLLOWING

The buffalo skull, from the animal the Lakota depended upon for survival, is a symbol of the "LAKOL WICOHAN", the traditional way of life.

Since the buffalo plays such a significant role in various ceremonies, the skull also represents the spiritual life of the Lakota, the "PTE OYATE".

The medicine wheel represents the sacred hoop and the four directions being represented by a sacred color.

The four eagle feathers represent the social and spiritual significance of the number four in the Lakota life.

WOKSAPE – Wisdom
WOOHITIKA – Courgae
WOWACINTANKA – Fortitude
WACANTOGNAKA – Generosity

TODAY THROUGH EDUCATION SINTE GLESKA COLLEGE STRIVES TO PERPETUATE THESE VALUES."

The objectives of Sinte Gleska College are:

1. To provide an access to higher education by offering courses and training in dispersed learning centers located in various communities.

2. To develop curricula to meet the special cultural needs and demands of the Lakota people, to provide cultural resources; and to revive Lakota cultural traditions.

3. To provide a bridge to higher education for the academically unqualified.

4. To coordinate educational efforts with local employers in order to develop career ladders; facilitate job placement; and ensure utilization of educational resources.

5. To provide for continuous progression toward credentials.

6. To guarantee the validity of course work for transfer to other institutions and for employment purposes.

7. To strengthen tribal government.

It has been determined that institutional and tribal goals are consistent and mutually supportive. The Tribe secured an Economic Development Administration/ Local Public Works grant to build an Administration and Education Complex for Sinte Gleska, as well as eleven Community Resource Centers, located in eleven communities. The project will be accomplished in the near future. Sinte Gleska cooperates with the Rosebud Sioux Tribe by virtue of its charter and through its many relationships with the 21 reservation communities, the Tribal Council, the Indian Board of Trustees. It works through the tribal communities on planning, housing, land use, etc. The Board of Trustees is responsible for reporting to the Tribal Council on the activities of the College, which allows for maximum tribal input into the college's program. The College, in turn, maintains consistent interaction with other reservation program: it cooperates with the Todd County School District in the identification and placement of developmentally disabled children; in teacher training for teachers of Indian children; and in the development of texts, media materials and curricula pertinent to Indian children. Similar arrangements exist between Sinte Gleska College and the school districts of Melette and Tripp counties. There also exists a close relationship between the College and St. Francis Indian School (the local Indian-controlled primary and secondary school), which affects the faculty–faculty development–curriculum development, text materials, bilateral programming, etc., of both schools.

In determining whether the purposes and objectives of the college are recognized in its existing programs, the college conducts periodic needs assessment/surveys of the college staff, students, and the general reservation community, and has conducted a comprehensive institutional self-study. This document contains reviews and recommendations on program priorities, departmental program reports, departmental -reports, budget requests, and an institutional goals inventory.

The Reservation and The College Constituency

The Rosebud Sioux Reservation is located in south central South Dakota, and covers 978,230 acres. Rosebud is the principal reservation community: the tribal government and BIA agency headquarters, and the Community Collge are located

there. Total Indian population is estimated at 9,052.

Seasonal employment is predominant on Rosebud. Unemployment averages 65% rising somewhat in winter. Average family income is $4,518 annually; additional support services are supplied by the Tribe, BIA, and other federal programs. Agriculture, crops and cattle, is the Reservation's primary economic base. Approximately 33 per cent of the reservation labor force is employed in agriculture. 4 per cent is employed by government agencies. Very few Indian-owned and operated businesses are in existence. As there are virtually no products being manufactured for export from the area, employment opportunities are extremely limited.

The Federal Government has sponsored numerous programs to upgrade the economy such as labor and training programs and construction programs. A recent three-year drought had significant impact on the agricultural industry. The loss of an estimated $3,730,000 in income has been devastating because of the existing low income level in the area. The estimated rehabilitation was estimated at $5,000,000. The drought was followed by severe winter storms. Livestock losses were high, thereby decreasing income producing assests and decreasing collateral and loan capacities.

In 1970, statistics indicated the average adult grade level on the Rosebud was 8.3 years of schooling with a low of 5.6 years in one community and 10.3 in another. Few adults over the age of 21 had high school diplomas, let alone college degrees. It is anticipated, however, that the 1980 statistics will show some significant improvements in those statistics, improvements that in large part can be attributed to the programs offered by Sinte Gleska.

Facilities. The main administration/center building is located in Rosebud. Classes are offered throughout the reservation in local schools, community centers, and churches. The college operates on a unique model of dispersed learning centers; the intent of which is twofold: 1) to provide classes in communities where students live and work, rather than developing a centralized campus operation, and 2) develop a type of institution which directly involves community people in significant roles through the outreach services and opportunities provided. The college's Science Center is located in nearby Mission as is the Library/Media Center. The Natural Resources Center is at St. Francis, and the college maintains two Handicapped Education Learning Centers, one at Antelope and one at St. Francis. The East Reservation College Center is located in Winner.

Public Services. Reservation residents must rely heavily on the Tribe, the BIA, and other federal programs for services in education, health, housing, and economic improvement. There is no system of public transportation on the reservation. The nearest center of commerce and industry is the state capital of Pierre some 90 miles distant. Otherwise the nearby town of Mission is the locus of several retail businesses banking services, and traveler's accomodations that are more readily accessible.

Enrollments. Since 1971 the enrollment at Sinte Gleska has grown steadily with marked increases every other year. The percentage of Indian students since 1971 has ranged from 62% to 84%. As with other Indian college enrollments, the majority of students tends to be female. Total enrollments since 1971 were as follows:

ENROLLMENTS
1971 - 1978

1971	71-72	72-73	73-74	74-75	75-76	76-77	77-78
164	238	200	256	239	277	308	337

The following statistical tables portrays further details with regard to enrollment patterns at Sinte Gleska: (see next page)

SINTE GLESKA COLLEGE STATISTICS

Semester	Total	Indian Students	non-Ind. Students	Full Time	Part Time	Male	Female
Spring 1971	164	106	58	5	158	61	103
Summer 1971	75	57	18	22	53	12	63
Fall 1971	238	140	98	19	219	72	166
Spring 1972	267	139	128	39	228	86	181
Summer 1972	113	64	49	2	111	12	101
Fall 1972	200	139	61	39	161	61	139
Spring 1973	479	211	268	37	442	131	348
Summer 1973	113	90	23	7	106	23	90
Fall 1973	256	215	41	52	204	119	137
Spring 1974	232	163	69	54	168	63	169
Summer 1974	163	118	45	20	143	62	101
Fall 1974	239	170	69	62	177	79	160
Spring 1975	514	385	129	109	405	161	353
Summer 1975	133	109	24	77	56	42	91
Fall 1975	277	209	68	110	167	79	198
Spring 1976	289	224	65	93	196	95	194
Summer 1976	53	39	14	25	28	12	41
Fall 1976	269	219	50	96	173	85	184
Spring 1977	365	265	100	103	262	100	265
Summer 1977	122	111	11	42	80	23	99
Fall 1977	311	237	74	101	210	79	232
Spring 1978	348	262	86	105	243	102	246
Summer 1978	114	92	22	1	113	27	87
Fall 1978	318	234	84	113	205	89	229

During the period of 1974 - 1976 Sinte Gleska College had twenty graduates, thirteen of whom have continued on to four-year institutions. This statistic, however, needs qualification. During this period, ninety-four of the students have gone on to four-year institutions without having completed degree work at SGC. (thirty-two in 1974, thirty in 1975, thirty-two in 1976). The average time these students spent at Sinte Gleska College is 2.2 semesters.

Sinte Gleska College does not classify students as freshmen or sophomore. It rather has students on a curriculum track, many on more than one track, and speaks of student progress in terms of hours completed. During 1975- 1976, 68% and 75% of the freshmen completed their first year.

Sinte Gleska College, furthermore, does not consider high-school class standing of its students. There are several reasons for this position. One is that the average educational attainment level of adults on the Rosebud Sioux Reservation is eight grades. Another is the average age of our students is 29.5 years, a condition that makes high-school class standing somewhat irrelevant. A third is that many of our students have GED's. (Sinte Gleska has enabled 480 students to acquire GED's during 1973 - 1976: 38 in 1973, 42 in 1974; 188 in 1975; and 212 in 1976) In 1974, 32 students transfered to four-year institutions before completing degree work at SGC. In 1975, 30 students transferred to four-year institutions before completing degree work at SGC. In 1976, 32 students transferred to four-year institutions

Thus, the College is serving two of its primary functions: That of providing Associate Degrees, and that of providing a bridge to further higher education for the Rosebud Sioux people. It is too early to tell what these students have accomplished in their respective four-year institutions; but there are three who have returned to the reservation with master's degrees. One now serves as a department head in Sinte Gleska College. Finally, Sinte Gleska College has awarded 480 GED high school equivalency diplomas over the last four years.

Description of the Educational Program

Sinte Gleska College provides an Associate of Arts Degree program for 1st and 2nd year level students; post community college Bachelor of Science courses in Education, and Bachelor of Arts Degree courses in Human Services and Criminal Justice.

The requirements for earning an Associate of Arts Degree through Sinte Gleska College and its affiliate institutions are:

GRADUATION REQUIREMENTS:

1. 65 - 71 semester hours of credit dependent on specific departmental requirements;
2. cumulative grade point average of 2.0;
3. completion of all departmental course requirements as specified;
4. a minimum of 21 semester hours preceding completion of the degree program must be earned at Sinte Gleska College.

APPLICATION FOR DEGREES AND DIPLOMAS:

Students desiring to graduate and participate in graduation ceremonies in February should make applications for graduation no later than October 1st.

GENERAL EDUCATION COURSE REQUIREMENTS FOR ALL DEPARTMENTS:

Following is a list of general requirements for the A.A. degree at Sinte Gleska College. These courses are to be taken in addition to the courses listed in the major areas with the exception of Nursing Ed.

English 101, Freshman English 1 - 3 semester hours
English 102, Freshmen English II - 3 semester hours
Comm. 114, Lakota Conversation I - 4 semester hours
Psy. 101, General Psychology - 3 semester hours
VII Soc. 100, Intro. to Sociology - 3 semester hours
SpCm 101, Speech Communications - 3 semester hours
Soc. 224, Sioux History & Culture - 3 semester hours

BUSINESS EDUCATION

The Business Education Department recognizes the necessity on the Rosebud Reservation for people trained in various areas of business. The schedule of courses is designed to train students to fill some of the following needs of the reservation: (1) To have more Indian-owned and operated businesses; (2)To have more Indian people filling the middle and upper level management positions; (3) To provide for further training of supervisory personnel; (4) To improve job related business skills; and (6) To

train more Indian people in the accounting and secretarial professions.

Presently three areas of emphasis are offerd under the Associate of Arts degree in General Business. The Department also offers a one-year secretarial certificate program.

The management emphasis provides the student with background to act as a manager of a private or public business.

The secretarial emphasis focuses on those skills the student will require to work in the area of bookkeeping and accounting.

The one-year secretarial certificate is a local certificate designed to supply the student with those skills most requested by local employers.

EDUCATION DEPARTMENT

The primary goals of the Education Department are 1) to provide the best possible program, teaching methods, curriculum and activities for the education major; 2) to provide competent teachers and aides of Lakota descent for Lakota children.

The Department offers three areas of emphasis for the Education student:

1. General Elementary focuses upon the techniques and materials used when teaching children in grades 1 through 8;
2. Early Childhood provides the student with a background for the care and education of children from birth to age 8;
3. Special Education focuses on methods and materials used in working with exceptional children.

The two-year program is designed for teacher aides and students who may wish to transfer to a four year institution to complete a Bachelors Degree in Education. All A.A. courses offered are compatible with approved teacher training programs in South Dakota. Some courses are competency based. All classes require active participation by students.

HTE:

The Handicapped Teacher Education Program is under the supervision of the Education Department. This program is funded by a grant from H.E.W. and provides special training in Special Education as well as a stipend. Interested students should contact the Handicapped Teacher Education Director for further information.

GENERAL STUDIES PROGRAM – STUDY SKILLS CENTERS

The Study Skills Center provides instruction and tutoring for basic skills and for college courses. Proficiency in reading, writing, and mathematics is necessary to succeed in college studies. The Stanford Task Test is one measure to assist students in diagnosing their basic skills competencies. The test is used for guidance.

Students who need additional basic skills study or who desire to improve and review their basic skills are encouraged to participate in the Study Skills Alternative General Studies Program.

1. The Study Skills Program includes these basic skills courses (Black Hills State College credit is given):

1. Ed. 161 (composition)	1 Credit
2. Ed. 161 (reading)	1 Credit
3. Ed. 161 (mathematics)	1 Credit
4. Ed. 161 Study & Skills Development (seminar)	1 Credit

Each degree program lists these courses and seminar as suggested alternatives for student selection and basic skills programming.

After applying for college admission and taking the achievement test, each student is assigned an advisor to help plan a course of study based on proficiency, interest, and time available for classes.

GENERAL STUDIES DEPARTMENT

Students who would not like to be limted by a strict specialized degree program leading to a special competence can explore a wide range of alternate courses within

the General Studies Department. The student will acquire a marketable set of skills which provide him or her with a sound basis for various jobs, or let him or her transfer to a four year program.

The department offers courses in English, language skills, literature, math and sciences, the area of politics, history and civilization and any other course that is required for graduation for one of the College's A.A. degrees.

LAKOTA STUDIES DEPARTMENT

The Lakota Studies Department offers courses in Lakota Language, Philosophy, History, and Culture. Each course explores the topic with a Lakota perspective. All the courses together, or the program taken as a whole, is an attempt to present a total unified picture of the Lakota people and their way of life. The culture and the social order of the Lakota people is in a state of flux. The serious study and research of Lakota Studies is conducted for the purpose of monitoring this cultural fluctuation that the Lakota people are experiencing. The Department explores how the Indian people see themselves historically and culturally, and presents this point of view to the students. The attempt is to maintain and preserve the culture, and social system of the Lakota people as it has always existed. An academic approach is used not to transmit this knowledge to all the young people because the traditional methods of passing on this knowledge is less feasible today than it was before. Students who complete the Indian Studies program will have developed their academic skills in the process of learning about the Laktoa tradition and culture.

HUMAN SERVICES DEPARTMENT

The Human Services Department provides academic programs designed to develop the helping skills needed to help improve one-to-one human relationships; alleviate social and psychological conflicts and distress; and cope with and effect change in institutions. The program incorporates field work with courses in psychology, sociology, mental health, counseling, law, criminal justice, and advocacy.

The Human Services programs give particular attention to familiarizing the student with Lakota historical and cultural traditions as they operate in the daily lives of

local people. This provides an understanding of and skills in working with a broad range of Indian and non-indian institutions and resources. The Human Services Department enjoys a close working relationship with an organization of Lakota Medicine Men which provides unique opportunities for students to become familiar with traditional Indian perspectives on mental health and healing.

With Human Services the student must pursue either of two programs: General Social Services or Applied Psychiatric Technology. These programs involve 66 - 72 semester hours and can be completed in two years of full-time study (including summer).

In the past, graduates of the program have gone into B.A. and M.A. programs or assumed leadership and helping roles in the various social service agencies on the reservation.

Beginning in the Fall semester of 1978, the Human Services Department inaugurated its four year program. This program has been developed in conjunction with the University of South Dakota and will allow students who successfully complete the course of study to obtain a Bachelor of Selected Studies in Human Services. Within this degree program, there will be two major areas of possible concentration: Mental Health and Criminal Justice.

This program has been designed to train B.A. level practitioners to work successfully within the complex and demanding local work situation. It is envisioned that there will be many local employment opportunities in such diverse areas as program administration, counseling, mental health work, and criminal justice. The program is further designed to allow students who participate in the program to complete all their studies at Sinte Gleska College. There will be no requirement that any time spent at the University of South Dakota campus.

The upper division level of the four-year program is not regarded as open-admissions in concept. Students seeking admission will be required to comply with the following procedures: submit an application, transcripts, letters of recommendation, an essay stating interest in Human Services, and have a personal interview. Students interested in applying should already have their A.A. degree or at least two years of college preferably in a Human Services related area. Beginning students will go through college registration procedure.

This four-year program was developed in direct response to the desire of many students who have completed their A.A. degrees at Sinte Gleska to be able to further their education without having to leave the reservation to do so. It has further been articulated by many students that they feel that Sinte Gleska College has a unique expertise in preparing people to work in Human Services areas in the reservation setting. The Human Services Department is very excited about this program and is looking forward to the actual implementation of this groundbreaking endeavor. All interested students are encouraged to apply.

Students who wish to declare a major in Human Services will be advised to complete one of or more semesters of college work. This semester(s) should include General Psychology (Psy. 101) or Introduction to Sociology (Soc.100). After successfully completing this course work, the student will be in a better position to make the decision to declare an interest in the Human Services area.

BACHELOR OF SCIENCE IN EDUCATION
For
TEACHERS IN ELEMENTARY SCHOOLS

BACHELORS DEGREE TEACHER EDUCATION PROGRAM:

The Education Department is now offering a Bachelors Degree Program in Education in affiliation with the Black Hills State College approved program.

The State of South Dakota Board of Regents approved the program planning. All program criteria are subject to the approval of BHSC in affiliation with Sinte Gleska.

Engl. 101 Freshmen English I	3
Engl 102 Freshmen English II	3
Engl 217 Children's Literature	3
Engl 312 World Literature	3
SpCm 101 Speech Communications	3
Sci 201 Integrated Science for the Elementary Teacher I	4
Sci 202 Integrated Science for the Elementary Teacher II	4

Geog 287	Georgraphy for the Elementary Teacher	3
Math 341	Math for the Elementary Teacher	3
Pols 100	American Government	3
Psy 101	Education Psychology	3
PE 360	Physical Education for the Elementary Teacher	2
ArtS 143	Traditional Lakota Art	2
ArtS 171	Art for the Elementary Teacher	4
Mus 250	Music Methods for the Elementary Classroom	3
EEd 121	Child Growth and Development	3
Ed 303	Methods of Teaching in Elementary Schools I	5
Ed 304	Methods in Teaching in Elementary Schools II	5
Ed 351	Education of the Culturally Different	3
Ed 454	Methods of Elementary Reading	3
Ed 488	Intership in the Elementary School**	6-8
	Introduction to Teaching (Education)***	1

Students must select 4 hours of course from the following Physical Education courses:

*HLth 100	The Science of Healthful Living	2
*Hlth 250	First Aid	2
PE 100	Activity Courses	2

Students must select 1 course from the following Art Studies courses:

*ArtS 144 Traditional Lakota Arts II	2
ArtS 311 Art in Our Lives	3

Students must select 1 course from the folowing Music courses:

*Mus 133 Lakota Music and Dance	3

* The courses listed will meet the requirements in general studies and in professional education for a Bachelor of Science Degree in Education. All * courses are potential courses now in discussion with BHSC.

** Students pursuing either the Special Education Endorsement or the Early Childhood Education and Nursery School Endorsement are required to take 6 semester hours of Ed 488 - Intership in the Elementary School and 6 semester hours of the internship in their area of endorsement.

Mus 300 Man and His Music	3
*Soc 224 Sioux History and Culture	3

Students must select 6 hours of courses from the following History courses:

Hist 251 American History I	3
Hist 252 American History II	3
Hist 101 World Civilization I	3
Hist 102 World Civilization II	3
*Soc 224 Sioux History and Culture	3

Student must select 1 or more of the following courses:

Pols 250 World Politics	3
*Pols 230 Tribal Law, Treaties and Government	3

TOTAL 96

A student may select any one of the following programs in order to receive certificate endorsement within the realted fields of Special Education or Early Childhood Education. A student may also decide to take the option of working toward an Indian Studies minor.

EDUCATION ENDORSEMENT

Ed 406	Precision Training	3
Ed 423	Diagnosis and Treatment of Learning Difficulties	3
Ed 488	Internship in the Elementary School	6
SpEd 300	Psychology of Exception Children	3
SpEd 310	Psychology Aspects of the Mentally Retarded	3
SpEd 311	Curriculum Development for the Mentally Retarded	3
SpEd 312	Problems in Special Education	3
SpEd 486	Directed Observation in Special Education	1
SpEd 488	Internship in Special Education	6
		TOTAL 32

EEd 121	Child Growth and Development	2
EEd 413	Early Childhood Curriculum Development	3
EEd 417	Methods of Early Childhood Education	3
EEd 488	Internship in Early Childhood	6
EEd 411	Guidance for Children	2
or		
EEd 211	Understanding Young Children	2
EEd 415	Family and Community Relations	3
EEd 499	Independent Study in Early Childhood	3

Ed 410	The Kindergarten	2
Ed 488	Internship in the Elementary School	6

TOTAL 30

NURSING EDUCATION DEPARTMENT

The Nursing Program provided by Sinte Gleska College is a satellite program of the University of South Dakota. It is a two year program through which a graduate may recieve an Associate Degree in Nursing. Upon graduation the candidate will be eligible to write the test pool examination of the State Board of Nursing Examiners. Satisfactory test scores will enable the graduate to be Licensed as a Registered Nurse.

The Science Center which houses the Nursing Department is located at Mission, South Dakota, 14 miles from Rosebud. Also located there is the Nursing Trailer which contains extra classroom space, student lounge area, and office space.

The College, working with the Public Health Service Hospital, provides all course work on the reservation, but some clinical practice may take place in off-reservation hospitals and facilities for limited periods.

The Nursing Program does not receive any financial assistance for its students through its funding grant, but assistance can be obtained through the College's Financial Aids Officer.

Requirements for admission to the program are high school diploma or an approved GED. A transcript must be submitted. Also required is a record of past physical health and a recent health examination. The student is required to take the Stanford TASK Exam prior to appearing before the Selection Committee for a personal interview. There is no restriction as to race or age. Students are selected on an individual basis and in accrodance with available clinical faciltiies. The prime purpose of this program is to provide Indian nurses or nurses for Indian reservations.

Funding source for the program is the Indian Health Service and the National Institute of Health.

The course of study is divided into two parts - Theory and Practice. It is important to give good safe nursing care as well as understanding the theoretical aspects.

Although the length of the program is two years, this may be lengthened depending on the student's individual needs.

Upon receiving an Associate Degree in Nursing and becoming licensed as a Registered Nurse, the graduate has the opportuntiy to do general staff nursing, office nursing, or join the Armed Services as a commissioned officer. Opportunity to specialize in a specific area of nursing.

The tremendous need of reservation people for effective, quality nursing care is recognized in this program. There is an extreme turnover rate in non-Indian nurses in the reservation hospitals which prevents the development of stable, quality care. The purpose of this program is to produce trained, dedicated nurses who will remain with their people.

Sinte Gleska College feels this Nursing Program is providing educational opportunities to those people who would like to study in this field, but are unable to leave the reservation or prefer not to. The Nursing Program offers them the facilities to study, learn, and work on the reservation.

ADULT BASIC EDUCATION

The ABE Department has developed a program with courses designed specifically for the GED student. It will also provide Lakota Culture and Language courses. These courses will be offered to adults who are interested in learning new skills but are not interested in college credit. They will be offered to adults who are 16 years and older. The courses will include beading, sewing, knitting, macrame and many more other skills.

The Adult Basic Education Program offers tutoring in basic skills, career counseling, preparation for GED testing to adults 17 year and over who wish to build their basic academic skills in reading, writing, and arithmetic and who have dropped out of school and wish to prepare for the GED test. (High School Equivalency Examination). This involves tutoring in five (5) academic areas of English, Social Studies, Science, Literature and Mathematics. We also have two full-time tutors for those who wish to receive individual instruction daily. GED tests are administered daily at the ABE office. The Wanbli Days Graduation exercises were held in conjunction with the annual College Graduation exercises February 4, 1978.

ROSEBUD MEDICINE MEN AND ASSOCIATES GROUP

Since February of 1973 the Department of Human Services has sponsored regular meetings of local Medicine Men and their assistants. Begun as an attempt to gain help in curricula development, teaching, and referrals from the College's Psychologists and Mental Health workers, it has grown into a stable organization of Medicine Men, their helpers and their singers. They have assisted the College in training three local full-blood Lakota people as counselors of adolescents with drinking problems. The Medicine Men meet each week or bi-weekly to discuss needs of the people, how to assist others, share ideas in professional aspects of healing and to support each other. Never since the old days of the yearly Sun Dance has a means existed to bring together the Holy men, healers, and their associates. They have assisted the College in making video tapes of old stories, ceremonies, dances. Some have taught in regular college courses. Some have visited a non-Indian Mental Health Center in Devner, Colorado, to share with them their personal approaches to similar problems. Currently, they are incorporating and seeking funds for their own organization. A traditional Sund Dance was held last year.

They are discussing criteria for the making of a vision quest, how to certify the authenticity of new medicine men so they can echo the foundations of the Lakota people. Though this will function seperately from the college, it has its beginning with Sinte Gleska College.

Student Services. This program includes academic, financial aid, and personal counseling. A student governing board has been established, and a variety of athletic activities have been available to students such as: baseball; basketball; bowling; canoeing; karate/judo; jogging; volleyball; and wrestling. Other student activities include art contests; creative writing workshops; dance teams; dinners; dances; traditional singing groups; movies; pow-wows; rodeos; and trail rides.

The college also provides facilities for students such as the College Library, the Science Center, and a Bookstore/Gift Shop.

Community Services. These focus primarily on adult education services through the college's Community Education Department. The education services are offered based on Lakota traditional ways of exchanging information. Classes are practical and relate directly to Reservation situations; they are taken for non-academic credit.

INSTITUTIONAL PROFILE

Name of Institution:	Sisseton-Wahpeton College Center
Location:	Sisseton, South Dakota
Reservation Served:	Lake Traverse
Major Tribal Group:	Sisseton-Wahpeton Sioux (Dakota)
Year Established:	
Chartered By:	Sisseton-Wahpeton Sioux Tribe
Year Established:	1973

Purposes and Objectives

The college's programs are designed to promote the stated philosophy of SWCC, which reads:

"The philosophy of the Sisseton-Wahpeton College Center is to offer quality educational opportunities to those seeking courses of study in the area of academic, vocational and personal growth.

The college values the Dakota heritage of our community which has continually sustained us as a people. The college actively seeks to promote this aspect by offering courses in Dakota Studies. In this technological age, the college will assist the community to adapt and increase skills to meet this goal.

The college will encourage learning as a life long experience and endeavor to develop within the students high standards of scholarship and ethical behavior."

The objectives of the college are:

1. Delivering and evaluating learning opportunities and education support services including advising, counseling, and financial aid to residents of the reservation.

2. Providing personnal to assist in the coordinating of exisiting post high school educational services in western Minnesota and eastern South Dakota to make such services available on the reservation.

3. Approving qualified persons from the Lake Traverse Reservation area as adjunct faculty and providing instruction at selected sites on the reservation.

4. Testing the feasibility of establishing a free standing Indian community college on the reservation.

In ascertaining whether the college's goals and the goals of the tribe are consistent and mutually supportive, SWCC staff meets regularly with the staffs of all tribal eduction programs. In this way the college keeps informed about other existing tribal education programs to promote mutual assistance and to avoid duplication of services. To the extent that this process of consultation/interaction occurs among programs without specifically identifying variances in tribal goals vis-a-vis the college program, it has been determined that the two entities are mutually supportive. The college is working actively with the tribal governing body to strengthen or clarify lines of authority and responsibilities to enhance this process and to solidify the specific governing mechanism of the college, i.e., the board of regents. Once this is finalized, it is expected that the linkage between the college and its chartering body -- the tribal council -- will be such that institutional and tribal goals will continue to be cohesive and mutually beneficial.

The Reservation and The College Constituency

The Lake Traverse Reservation is predominately located in northeastern South Dakota; a small part of the reservation extends into extreme southeastern North Dakota. The reservation is comprised of 105,930 acres. Sisseton is the principal town; however, the Old Agency Community -- eight miles south of Sisseton -- is the location of tribal headquarters, the BIA Agency, and the college center. Total Indian population on the reservation is approximately 3,757.

Seasonal employment is the rule. Annual unemployment averages about 37%, rising somewhat in the winter months. Average family income annually is estimated at about $4,000; this is supplemented by various Tribal, Public Health, Bureau of Indian Affairs services. Crop agriculture and cattle raising is the reservation's primary economic base. The tribe operates a grocery store and a restaurant in the Old Agency community; an auto maintenance garage is also located there.

The administrative office of the college, two large classrooms, and library space are located in the newly constructed skills center building at Old Agency; it is centrally located in the largest reservation district (in terms of population). In addition to Old Agency, other population centers, or districts, on the reservation are: 1) Big Coulee, 2) Buffalo Lake, 3) Lake Traverse, 5) Long Hollow, and 6) Veblen. As the college continues in its development, it is likely that its programs will be extended to the other districts depending on demand factors and resources. For instance, classes were offered in Veblen during the 1978 spring quarter.

Public Services. Public services on the reservation are minimal. Transportation is a constant problem due to long distances and the high cost of fuel and vehicle maintenance. Other services such as hospital, public schools, and lodging accomodations are located in Sisseton (and other surrounding towns). Road conditions range from fair to good; they are adequately maintained by the county and the Bureau of Indian Affairs.

Enrollments.

QUARTERLY STATISTICAL REPORT

A total of eight classes were offered for the Fall Quarter of 1978. The total enrollment is 96. Classes began September 25 and ended December 15. The student information is listed below in categories (i.e.) race, sex, age, and education of students.

Indian	Non-Indian	Female	Male	Age Group		Education	
79	17	54	42	28	18-30 yrs.	8	8-11 yrs. of Education
TOTAL 96		TOTAL 96		22	31-40 yrs.	6	GED
				46	Over 41	22	High School Diplomas
						16	1-2 yrs. College
						2	A.A. Degree
						2	M.A Degree
						2	Students with Vocational Training
						35	Other

Description of the Educational Program

S-WCC offers coursework primarily at the first and second year levels.[16] The college center's courses are accredited through the University of Minnesota from its branches at Morris and Minneapolois -- the latter offering courses through its Indian Studies and General Studies Departments. The college offers courses by majority

[16]Exceptions are the Dakota Studies courses, which are at upper division levels.

request, or demand, based on quarterly surveys of the service population; the surveys are conducted by the college staff.

Degree programs at SWCC are in the developmental stage. Under consideration is a plan to have degree programs at the Associate of Arts level. For the time being, however, the current arrangement of offering basic extension courses suffices to meet an immediate and pressing need in providing accessible college-level educational opportunities.

The courses offered reflect community expressed preferences as ascertained through the surveys mentioned previously.

COURSE LIST

Sisseton-Wahpeton College Center

Spring Quarter 1978

Topic in American Indian Studies, Section I,
Dakota Language I

Topics in American Indian Studies, Section II
Dakota History

Topics in American Studies, Section III
Dakota Philsophy

Drawing I

Communications Skills: Fundamentals of Usage and Style

General Psychology

Introductory Sociology

Summer Session 1978

Creativity: Photography I

Business Correspondence

The Family and Society

Fall Quarter 1978

Topics in American Indian Studies, Section I
Dakota Language I

Topics In American Indian Studies, Section II
Dakota Language II

Topics in American Indian Studies, Section III
Dakota Philosophy

Topics in American Indian Studies, Section IV
Dakota History

Working with Families of Alcohol and Drug Abuse Users

The Individual and Society

Statistics

Creativity: Photography I

General Studies	Dakota Studies	Allied Health Science
Introductory Sociology	Dakota Language I	Working with Families
Family & Society	Dakota Language II	of Alcohol and Drug
Individual & Society	Dakota History	Abuse Users
General Psychology	Dakota Philsophy	
Communication Skills		
Business Correspondence		
Creativity: Photography I		
Drawing I		
Statistics		

Pursuant to the college's philosophical stance regarding its native Dakota heritage, an important aspect of the 1977-78 curriculum was the Dakota Studies segment. The

Dakota Language faculty was strongly supported by a Dakota Language Committee comprised of eminent elders of the community. The Committee was formed to review and critique the Dakota Language syllabus that was developed by the Center in conjunction with UMM-Minneapolis; the Committee also interviewed and hired Dakota Language teachers, all except for one of whom were from the local community.

Student Services. Student services consists of initial academic and financial aids counseling. Counseling of students and prospective students has been carried out by the Counselor/Instructional Coordinator. It has included registering students for classes, assisting in arranging their course schedules and credit hours. Counseling activities have also included student follow-up -- checking on VA assistance, postsecondary degree information, student progress in their coursework, absenteeism, and drop-outs. The Counselor/Instructional Coordinator had contact with over 140 students during the Summer and Fall sessions. The dual role of this position provides a liaison linkage between students and faculty; the individual in this position monitors students needs, relays their concerns to the faculty and vice-versa.

The college is not at a point in its development where a more comprehensive program of student services is feasible. This is one area of the college's operations that is targeted for fuller development pending availability of more staff and funding.

Community Services. The college center sponsors a variety of activities that fall under the designation of community services; for example, specialized workshops, athletic events, cultural awareness programs, and public speakers; these ranged from a teacher training workshop, to a workshop on grantsmanship, to a long-distance race, to receptions held for visiting dignitaries/celebrities -- to name a few. These types of activities are open to all residents of the reservation and have met with enthusiastic approval by those participating. The college center recognizes that it has great potential to continue to serve as a focal point on the reservation for organizing a broad range of community oriented services and activities that are not currently being addressed by other reservation-based programs.

Other. Sisseton-Wahpeton College Center has undergone a series of developmental struggles in striving to reach its full potential. Since its inception it has been greatly hampered by lack of adequate funding. Nevertheless, the college has survived. This is partially manifested by its recognition as a peer member of the American Indian Higher Education Consortium (of which there are a total of 16 member institutions), and, perhaps more tangibly, through its very existence. Admittedly, the college center's operations are at very basic levels, but it faces the future with confidence.

It has demonstrated its capability to make significant in-roads into an educationally deprived area. Courses are being offered, students are attending classes, and the college center is taking on more importance to people in the community with each passing year.

INSTITUTIONAL PROFILE

Name of Institution:	**Standing Rock Community College**
Location:	**Fort Yates, North Dakota**
Reservation Served:	**Standing Rock**
Major Tribal Group:	**Sioux**
Year Established:	**1972**
Chartered By:	**The Standing Rock Sioux Tribe**

Purposes and Objectives

"The primary purpose of Standing Rock Community College is to provide a diversified program to meet the needs of the community members. Education means different things to different people; for some it means the development of skills needed for employment; for some it means the process of enriching one's life through arts and music; for some it means the sharing of information and experiences of traditional and contemporary Lakota Culture. The Standing Rock Community College is committed to help each individual define and realize his goals and to serve the community by providing the leadership for intellectual development." The foregoing is the statement of philosophy of the college and is the basis on which the college's program and services are built.

The institutional objectives of SRCC are to:

1. **Provide a quality academic program for students beginning their college careers.**
2. **Provide training in a variety of vocational skills to help people achieve satisfactory employment.**
3. **Encourage and promote the understanding and appreciation of Lakota Culture.**
4. **Improve the educational level of the adult population.**
5. **Assist in the social and economic development of the Standing Rock Sioux Tribe.**

6. Help individuals develop their skills and appreciation of arts, music, and other forms of self enrichment.

7. Establish an independently accredited institution of higher education to serve the needs of the people of the Standing Rock Sioux Reservation.

SRCC is established by Tribal Charter; the SRCC Board of Trustees is responsible for governing the college by virtue of its charter and by-laws, which ensures that tribal views and community college views are mutually supportive and the purposes and objectives of SRCC are carried out accordingly. Additionally, the college works closely with other programs on the reservation to coordinate efforts leading to strengthening the overall development of the Tribe's natural and human resources.

The college monitors its impact on the community periodically; it realizes that the nature and level of its effectiveness in serving the needs of its community (reservation) poses a constant and difficult question. Nevertheless, the college believes it serves a different function than many other educational institutions due to its location and the nature of its setting. The college believes that if it is to serve as a genuine educational resource center, it must be judged not only by the quality and number of its course offerings but also by the ways it affects and serves the community in extracurricular activities and services.

The Reservation And The College Constituency

The Standing Rock Sioux Reservation straddles North and South Dakota about mid-way along their respective borders. It covers 2,332,483 acres - of which 800,000 are in Indian hands. Fort Yates, North Dakota is the principal town, tribal and BIA agency headquarters as well as the community college being located there. Total Indian population on the reservation is 7,195.

Unemployment is the major economic problem; 46% of the labor force is unemployed on the average, but of course the figure rises much higher during winter. Estimated average family income is only $3,600 annually; supplemental support services are provided by the tribe and other federal programs. The economy of the reservation rests predominately on cattle-raising although there is some crop agriculture. The tribe owns Standing Rock Industries, which manufactures modular housing and employs under 100 Indian people. Other Indian people are employed in retail and service establishments on or near the reservation.

According to statistics compiled in 1970, only 28% of the Indian population

on Standing Rock between the ages of 25 and 34 had high school diplomas. A much lower percentage had college degrees. And educators on the reservation estimate that nearly 50% of Indian high school students drop out before receiving a diploma. These bleak statistics have not improved dramatically but inroads are slowly being made and SRCC is a prime moving force behind the gradual improvement of the educational level of reservation residents. Each district on the reservation has at least one grade school, and there are high schools in the communities of Fort Yates, Solen; Selfridge; Mclaughlin; McIntosh, and Wakpala. Additionally, the Catholic Mission operates an elementary school in Fort Yates.

Public Services are minimual on the reservation. There is no system of public transportation. Health care facilities consist of a hospital in Fort Yates, and a medical clinic in McLaughlin; additionally, there are Community Health Representatives in the districts. The nearest major commercial and industrial center is at Bismarck some 75 miles distant from Fort Yates; Bismarck is also the location of the nearest commercial airport.

The community college is located in the Skills Center Building at Fort Yates; this facility consists of nine offices, five classrooms, an auditorium, a library, a welding shop, and a snack bar/lounge area. Classes are also offered in the McLaughlin community. Student transportation is difficult, sometimes hazardous, especially in winter months; the roads are poorly maintained and rarely patrolled. Several communities on the reservation have main access by dirt or gravel roads.

Enrollments. The current enrollment at Standing Rock Community Collge is 167. The demand pool of potential students on the reservation is such that the college believes the enrollment would be much higher given an expansion of facilities and improvements in certain areas of the student services program such as housing.

ENROLLMENTS

	Total	Male	Female	Non-Indian	Indian
Spring Semester 1978	164	71	93	40	124
Fall Semester 1978	151	57	94	32	119

Description of the Educational Program

Academic Program. The college strives to provide a diversified education program; this can include development of employment skills, enrichment of cultural background, or establishment of various public service projects. Through the college, students may receive an Associate of Arts Degree; SRCC also offers training in nursing education and preparation for the practical nurse examination, as well as training in education, through the college's Teacher Training Project.

Degree Requirements. An Associate of Arts (A.A.) degree will be granted to a student who has satisfactorily completed at least 60 semester hours with 120 honor points in an academic curriculum that will include the following:

	Credits Required
Communications Skills	
English 101, 102	6
Math	
Business Math 120 or Algebra 103 or Elmentary Concepts of Math 151	3
Major Area	30
Electives	
English & Speech (in addition to Enlish requirements)	6
Math & Science (in addition to Math requirements)	6
Social Sciences	6
Lakota Studies	3
	60

All candidates for graduation must:

1. File an application for candidacy for an A.A. degree at the time of registration for the final semester.
2. Clear all college obligations.
3. Provide the registrar with official transcripts of all transfer credits.
4. Be in attendance at the commencement ceremony in order to receive his diploma.

Student Services. Some counseling is offered by the Dean of Financial Aids, and the college also strives to seek employment for its graduates. One example of this effort is the close relationship between the college's nursing program and the local PHS Hospital. The limited housing situation in Ft. Yates is a difficult problem for both faculty and students, and without some new funding, there is little likelihood that it can be solved anytime soon. Several other services are also offered by the college, including publication of the weekly Dakota Sun, a reservation-wide newspaper, a snack bar at the Ft. Yates campus, and the SRCC library.

Community Services. The college sponsors several unique programs throughout the year, such as a Cross-Cultural Workshop, funded by the North Dakota Council on Humanities and Public Issues. Speakers at the workshop held sessions on topics from Lakota art to bicameral brain functions. SRCC also sponsors a powwow every year in May in conjunction with the graduation ceremonies. The college recently began a weekly film series for the community. SRCC is also active in athletics, sponsoring a basketball tournament and sending teams to various competitive events throughout the year.

The course offerings for the 1978 Fall Semester at Standing Rock Community College were as follows:

Course	Credit Hours
101 Typing	3
102 Typing	3
103 Typing	3
Lakota Culture	3
224 American Studies	3
202 Social Problems	3
105 Shorthand	3
201 Shorthand	3
111 - 116 Office Machines	2
216 Lakota Myth	3
101 Reporting	3
181 Welding	2
208 Lakota Religion	3
203 News Photography	2
210 Painting	3
101 Physcial Geology	4
220 Business Math	3

101	Speech	3
101	Freshmen English	3
121	Business Communications	3
107	Bookkeeping	3
101	Basic Drawing	3
102	American Government	3
105	Shorthand	3
201	Shorthand	3
110	Introduction to Art	3
101	Lab Science	4
221	History of Frontier	2
101	Physical Eduation (Tai Chi)	1
217	Introduction to Drama	2
106	Lakota Values	3
103	U.S. History	3
108	Ceramics	2
214	Ele. of Management	3
201	Ele. of Accounting	3
	Introduction to Short Story	3
101	Intro. to Psych.	3
205	Lakota Arts	2
110	Life Career	3
220	Introduction to Law Enforcement	3
103	Design	2
107	Native American Education	3
151	Math	3
201	Introduction to Sociology	3
215	Business Law	3

INSTITUTIONAL PROFILE

Name of Institution:	Turtle Mountain Community College
Location:	Belcourt, North Dakota
Reservation Served:	Turtle Mountain
Major Tribal Group:	Chippewa
Year Established:	1972
Chartered By:	Turtle Mountain Tribal Council

Purposes and Objectives

The Turtle Mountain Community College (TMCC) curriculum philosophy states that curricula is designed to incorporate ideas, principles, information, and skills applicable toward betterment of the Turtle Mountain Chippewa Tribe, Native Americans everywhere and the United States in general. This unique approach blends the general knowledge gained through a broad academic program with concrete awareness and skills to apply this background to the situations faced by the American Indian in today's society. TMCC strives to promote better Tribal citizenship, as well as better American citizenship.

General institutional goals are to:

1. Maintain a low cost, on-reservation program of higher education for the Turtle Mountain Chippewa.

2. Provide an opportunity for Indian students to interact with and learn from full-credentialled Indian faculty.

3. Help the students mobilize present levels of learning toward a self-generating body of knowledge.

4. Deepen student understanding and appreciation of the rich cultural heritage of the Indian people.

5. Guide students toward increased competence in meeting crucial issues of concern today facing the Turtle Mountain Chippewa and Indian people in general.

6. Increase the pool of Indian people with professional credentials available to accept employment at influential levels.

Turtle Moutain Community College is assisted in its educational program by the North Dakota State University-Bottineau Branch, through which Turtle Mount.. receives course accreditation and technical assistance.

TMCC operations are consistent with overall tribal developmental efforts in community services. Project Anticipation, a self-concept enhancement program for junior high school students, sponsored by TMCC, has increased parent awareness of the college. TMCC involvement in preparing the Title IV, Indian Education Act Comprehensive Program Proposal for the tribe has been a part of TMCC services. Higher education efforts of the college have included helping Project Follow-Through with its Mayville State Bilateral Program.

The TMCC ten-member Board of Trustees represent the five segments of the community. The Board receives petitions from individuals who wish to take an active role in carrying out higher education activities and from these petitions selects a five member Board of Directors. As this Board is action-oriented, TMCC has the benefit of a vital group to assist in its daily operations; it is a broadly representative group for overall planning and operations. This interactive process promotes mutually supportive views and activities between the college and the tribe.

In determining whether the purposes and objectives of the college are recognized in its existing programs, the college conducts surveys of the community. For example, a survey was conducted to determine the need for child care facilities on the reservation. Another survey was conducted on the post-secondary aspirations of community residents, which showed that females greatly outnumbered the males in expectation of attending a post-secondary institution. The respondents also listed their first occupational choices for which they desired the college to provide coursework in.

Based on these foregoing activities it is clear that to date the college is meeting its stated purposes and objectives.

The Reservation and The College Constitutency

The Turtle Mountain Indian Reservation is located in northcentral North Dakota; bordering Canada on the north. The reservation contains 70,240 acres. Belcourt is the principal town and the location of tribal and agency headquarters as well as the community college. Total Indian population on the reservation is 8,100.

Lack of jobs is the primary economic problem. Turtle Mountain people travel to other parts of the state for construction jobs during the summer months but unemployment still averages better than 26% and rises much higher in the winter months. Estimated family income averages $4,655 annually; supplemental support services are provided by the tribe, the BIA agency and other federal programs. The reservation has nothing in the way of marketable natural resources; its economy rests on jobs provided by two small manufacturing concerns on the reservation employing a total of perhaps 100 people; the Langer Jewel Ball Bearing Plant in the off-reservation town of Rolla, and the large number of local individuals who commute to other places in North Dakota - the energy areas - for work, returning home on weekends. The tribe has developed a 35,000 square foot shopping center which employs another 60 people.

Information on educational levels for the reservation is sketchy, but in general the educational levels tend to reflect a low level reservation-wide, particularly among the older segment of the population. This situation is beginning to take an upward swing and the college is at least partially responsible for this, particularly in the last two or three years. A survey done by the college on educational choices among the populace showed that 39% of the respondents stated a preference for technical schooling with the remainder stating preferences for college-level education at either the two-year or four-year level. Clearly, this shows that TMCC is in a position to deal with these aspirations; a sizeable demand pool exists of potential students.

The college is located in the town of Belcourt, which is the hub community of the reservation. The college leases its administration building from the Tribe. All administrative offices, most faculty offices, and the library are housed in this building. Additionally, the college owns a classroom building -- located adjacent to the administration building -- which contains two multi-purpose classrooms and two science laboratories. Nearly all classes are taught in the classroom building; however, TMCC has cooperative arrangements with area high schools enabling night-time use of these facilities when necessary.

Public Services. Reservation residents must rely heavily on the Bureau of Indian Affairs and the tribe for services such as education, health, and housing assistance. There is no system of public transportation on the reservation. The nearest commercial center aside from Belcourt shopping center is located at Rolla, just off the reservation to the east, and at Bottineau, off the reservation to the west. The nearest commercial airport is at Minot, about 110 miles distant. The Turtle Mountain Reservation is small; it is an isolated, rural area.

Enrollments. The enrollment pattern at TMCC shows that a majority of the students are female; this is consistent with a recent survey done by the college which indicated that a majority of respondents to a questionaire about expectations relative to postsecondary education were female. The total number of students served by TMCC has risen from 229 in 1976 to 258 in 1977; in the academic year 1978 a total of 387 students were served by the college. It has been determined that as of 1977, 19% of all Indian students attending college in the State of North Dakota attended Turtle Mountain Community College.

Description of the Educational Programs

Turtle Mountain Community College's educational program strives to promote its stated curriculum philosophy, which reads:

> "Turtle Mountain Community College offers curricula designed to incorporate ideas, principles, information, and skills applicable toward betterment of the Turtle Mountain Chippewa Tribe; Native Americans everywhere and the United States society in general. This unique approach blends the general knowledge gained through a broad academic background, with concrete awareness and skills to apply this background to the situations faced by the American Indian in United States society today. TMCC strives to promote better tribal citizenship as well as better American Citizenship."

In addition to its regular academic program offerings, TMCC is involved in various affiliate programs aimed at meeting some special needs on the reservation; programs such as: the science curriculum improvement project; an alcoholism research project; and adult education project. Brief descriptions of these projects follow:

SCIENCE CURRICULUM IMPROVEMENT PROJECT

In 1975 the college sought and received a three year National Science Foundation grant to improve natural science and social science curricula. The program is funded under the Minority Institution Science Improvement Project at N.S.F. The overriding objectives of the project are to increase the breadth and depth of science curricula offered at Turtle Mountain Community College. The specific approach taken includes (a) remodeling and equipping the TMCC Classroom Building to create a physical science laboratory, a life science laboratory, and two general purpose classrooms (b) purchase of chemicals, audio-visual aids and library books to expand the instructional support system in the sciences and (c) faculty support to hire additional faculty in the social and natural sciences.

ALCOHOLISM RESEARCH PROJECT

Turtle Mountain Community College sponsors the only Indian research project on alchololism in the United States. The project was initiated in 1973-74, wherein local Indian professionals constructed a proposal and approached the National Institute of Health for funding support. Subsequently, the project was considered to be more appropriately considered under the National Institute of Alcohol and alcohol abuse.

The research is directed toward describing the pattern of heavy drinking as evidenced among the Turtle Mountain Chippewa. Methodology included cross-sectional as well as longitudinal studies. Specific case studies utilizing both heavy drinkers and non-heavy drinkers were conducted. The Turtle Mountain Community College Indian faculty as well as administrators have contributed to the elements of design, cultural background data and mechanics of administering the program. In addition, the project utilizes Indian research assistants who are concurrently enrolled in undergraduate classes at TMCC. The project has been hailed as exemplary by N.I.A.A.A. with high potential for contributing to the concrete knowledge of one of the preeminent social problems facing Indian communities.

ADULT EDUCATION

In 1977, the Turtle Mountain Tribal Council requested that a PL 93-638 contract for B.I.A. Adult Education services be granted to Turtle Mountain Community College. The Adult Edcuation program will provide pre-G.E.D. classes to prepare individuals to obtain a high school equivalency certificate. In that a relatively high proportion of the Turtle Mountain Community College student body are former G.E.D. graduates, the program has high potential for combining community service with direct assistance to Turtle Mountain Community College's academic program.

Vocational studies is responsible for course sequences which will assist individuals in seeking employment and improving their skills.

Vocational studies is responsible for course sequences which will assist individuals in seeking employment and improving their skills.

Alcoholism studies also a part of the cross-disciplinary programs is a research project which has "conducted an extensive descriptive analysis of factors that contri-

bute to heavy drinking and alcoholism on the Turtle Mountain Reservation".

Adult Studies, another part of the cross-disiplinary program "attempts to provide instruction to individuals preparing for the G.E.D. examinations to obtain a High School Equivalency Diploma, and to assist the adult student in admission to the college."

The student services office has four functions:

1. Maintenance of student academics record
2. Providing student financial aids assistance
3. Providing academic and personal counseling
4. Coordinating student activities

Academic Program. TMCC offers studies leading to an Associate of Arts or an Associate of Science Degree in the following areas:

Arts, Humanities and Social Science
Business
Science

The requirements for obtaining an AA or AS Degree through TMCC/NDSU–Bottineau are:

- acquire specified number of credits (92 Quarter Hours) for either an AA or AS, or a diploma
- earn a minimum Cumulative Grade Point Average of 2.0
- satisfy all entrance requirements
- satisfy course requirements suggested in the curriculum outline of the institution's catalog; curriculum requirements may be modified for reasons satisfactory to the student's advisors
- make a formal written application for the degree or diploma sought
- pay the graduation fee at time of application
- have removed prior to the date of graduation all financial and academic obligations, and
- be present in cap and gown for commencement exercises.

COURSE LISTING 1976-1977

Subject Area	Credit Hours
Arts & Humanities	
102 English	3
201 Speech	3
152 Humanities	4
153 Humanities	4
121 Library Methods	1
231 Christian Doctorine	2
223 Mass Media	3
211 Poetry	3
231 Novel Indian Literature	3
241 Christian Ethics	2
101 Intro. Art	3
171 Intro. Music	4
213 Short Story	3
Social Sciences	
211 General Psych	4
222 Sociology	4
213 Poly Sci	4
284 Child Growth	4
112 U.S. History	3
102 Western Civilization	3
250 Indian History	3
101 Physical Georgraphy	4
202 Economics	4
296 Deviant Behavior	4
281 Tribal Government	3

Subject Area	Credit Hours
Life Science	
102 Biology	4
113 General Botany (plus lab)	4
103 Biology (and field trip)	4
212 Anatomy & Phy.	4
202 Zoology	4
203 Zoology	4
213 Micro-Biology	4
Physical Sciene & Math	
100Intro to Phy Sci	3
121 Exploring Math	2
123 Intro Metric	1
131 College Algebra	3
101 Chemistry (lab)	5
102 Chemistry (lab)	5
132 Algebra	3
133 Trigonometry	5
101 Physical Sci	3
Business	
152 Intro to Business	4
101 Accounting	3
101 Typing	3
102 Typing	3
112 Shorthand	4
131 Filing	2
102 Accounting	3

Phys. Education & Health

102 - 202 Volleyball	1
102 - 202 Bowling	1
102 - 203 Golf	1
103 - 203 Volleyball	1
296 Nutrition	3

103 Typing	3
113 Shorthand	4
221 Salesmanship	3
153 Commercial Corres.	3
132 Voice Scribing	1
160 Coord. Work Exp.	-
253 Business Law	4

COURSE LISTING 1977 - 1978

Subject Area	Credit Hours
Arts & Humanities	
101 English	3
201 Speech	3
151 Humanities	3
153 Humanities	4
171 Intro Music	4
212 Drama	3
213 Short Story	3
Social Science	
211 Gen Psych	4
222 Sociology	4
213 Poly Sci	4
111 U.S. History	3
112 U.S. History	3
113 U.S. History	3
101 Western Civilization	3
102 Western Civilization	3
103 Western Civilization	3
250 Indian History	3
202 Economics	4
203 Economics	4
103 Economics	4
196 Tribal Government	3
213 Marriage and the Family	3
270 Sociology of Indian Reservations	4
201 North Dakota History	3
215 Intro to Gerontology	3
101 Metchif History	3
102 Metchif History	3
103 Metchif History	3
296 Seminar in Anthropology Evolution	2

Subject Areas	Credit Hours
Life Science	
101 Biology	4
102 Biology	4
111 Cell Biology & Lab	4
222 Genetrics	4
Physical Science & Math	
Intro to Phy Sci	3
121 Exploring Math	2
123 Intro. Metric	1
131 College Algebra	3
101 Chemistry (lab)	5
102 Chemistry (lab)	5
132 Algebra	3
133 Trigonometry	5
101 Physical Sci	3
151 Fundamentals of Math	3
213 Bio Chemistry & Lab	4
Business	
152 Intro to Business	4
101 Introductory Accounting	3
211 Elements of Accounting	4
212 Elements of Accounting	4
213 Elements of Accounting	4
101 Typing	3
102 Typing	3
112 Shorthand	4
131 Filing	2
122 Duplicating Machines	2
121 Computing Machines	2
102 Accounting	3
103 Typing	3

The Indian Colleges and Their Impact

The foregoing institutional profiles show that these new community colleges have had a decided impact on their respective reservation areas in terms of improving local education opportunities and enhancing overall tribal planning/development efforts. The educational programs of these institutions are geared not only to the larger needs of the total reservation but to the needs of individual students. Evidence of the impact these colleges are making will be seen in raised educational levels; more sophisticated reservation planning and economic development; raised levels of cultural consciousness, and, perhaps, raised expectations among the populace about their own inherent self-worth and capability. Admittedly, such evidence is sketchy now, but it must be remembered that Indian community colleges are only on the verge of moving into full swing toward realizing their full potential.

Student tracking data among the Indian colleges remain to be developed further, especially data on transfer students/graduates. The number of graduates (alumni) of the colleges is comparatively low; nevertheless it has been somewhat of a problem to monitor their movements and activities. This is one part of the AIHEC/Old West Project that fell short of the objective set, i.e., an "impact study" of all present and past students to ascertain the effectiveness and relationship of the colleges' educational programs to individual needs. To some extent the various surveys that were done that included some of these students provide a basis for such analysis but not enough to make definitive judgments. All of the colleges have indicated their intention to focus more energy and resources on student tracking efforts. It seems reasonable to conclude, however, that the impact these colleges have made on their graduates and present students has been positive and long-lasting. For example, there are documented instances of these colleges having played a catalyst role in motivating older people to successfully pursue studies in higher education leading eventually to upper division and advanced degrees.

In due course of time the Indian colleges' impact on their communities and students will stand out more clearly. Suffice it to say for now that the potential is very great that these schools will emerge as model institutions of community-focused, postsecondary education not only for other Indian reservations but for the United States generally.

CHAPTER 6

INSTITUTIONAL PLANNING AND ACCREDITATION

The project activities described in this segment of the report focus on aspects of the planning and accreditation efforts of eight of the participating colleges.[17] In particular, their accreditation efforts are highlighted. Under the contract, this phase of the 1978 project is identified as Task 6.

In analyzing the educational programs of these colleges, the field data coordinators were required to address the following questions:

----What are the expected educational outcomes and how far do those involved in planning educational experiences diverge in substance and priorities from those expectations?

----Is there a clear relationship between the expressed functions and purposes and the curriculum designed to attain them?

----How is a new curricular proposal developed, considered at decision-making levels and finally adopted?

Finally, the data coordinators were required to describe the institutional planning efforts/activities of the eight colleges covered under this phase. This latter exercise aimed at determining where individual and tribal needs may intersect (in postsecondary education), and at ascertaining the impact of the local community college on the tribes' overall development. This portion of the 1978 project constituted the wrap-up phase, including submission of final reports from the field, with all supporting data.

Accreditation

A founding goal of the American Indian Higher Education Consortium was to establish an Indian higher education accreditation agency. This was in anticipation of the need for an accrediting mechanism that recognizes the non-traditional aspects of Indian community college program offerings and operations that do not fit neatly into the evaluative processes of existing accreditation associations. At the same time,

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[17] American Indian Satellite Community College, Cheyenne River Community College; Fort Berthold College Center; Little Hoop Community College; Oglala Sioux Community College; Sinte Gleska College; Standing Rock Community College and Turtle Mountain Community College. All of these institutions participated in the 1977 phase.

AIHEC and its member institutions have worked closely with the various regional associations toward a more immediate goal of achieving accreditation status for Indian colleges through conventional means. AIHEC continues to pursue the original goal it set, but its primary emphasis at this juncture is on providing technical assistance to its member colleges in their individual status study preparations prior to seeking "accreditation candidate" status.

Indian colleges do not view accreditation lightly and have approached the process with a great deal of deliberation. Consequently, their efforts in this area have been low-key while implementing pragmatic preparations. In the meantime, they are faced with immediate and pressing needs to provide course credits for their students. This situation has required them to enter into cooperative arrangements with "sponsoring institutions" as described previously. As these young institutions continue to grow, they will seek to strengthen their validity as autonomous colleges. They realize this can be accomplished only through the process of accreditation.

Accreditation is attained through a process of evaluation and periodic review of the total institution conducted by regional accrediting commissions. These commissions are bodies within the larger regional associations. The AIHEC/Old West Project participant schools in North and South Dakota and Nebraska fall under the North Central Association of Colleges and Schools; those in Montana come under North West Association of Schools and Colleges.

Accreditation is a voluntary, non-governmental means for institutions to set the characteristics, qualities, and the manner in which those institutions seeking and holding accreditation are judged. As such, accreditation is a "membership review" process, and institutions seeking accreditation strive for membership in their respective regional associations. Membership is based on a review of the applicant institution's planning and self-evaluation by a visitation team representing the regional commission. The standard approach is to seek "candidate for accreditation" status with the regional association. Candidate status affords the college an opportunity to develop itself further and to assess its growth through self-evaluation for up to six years before a final decision is made by the commission regarding whether the granting of full accreditation is warranted.

Candidate status, while not automatically assuring eventual full accreditation, indicates that the college manifests sound planning, has resources available to implement its plans and appears to have the potential to realize its goals within a reasonable time. To become a candidate, an institution must develop a "status study" and

submit it along with an abstract of the report to the appropriate regional commission. The status study serves as the application for candidacy and as authorization for an on-site evaluation by a visiting review team. The status study is a formal planning document indicating the institution's growth and development toward fulfillment of its goals and purposes. It also serves as the basis for encouraging periodic self-assessment of internal planning. While not prescribing any exact format or precise contents for a status study, the regional associations do provide general guidelines concerning areas to be addressed in the document.

Accreditation is a measure of institutional development and validates the soundness of an institution's planning. These two variables have the most impact upon an institution choosing to apply for candidate status. Several preconditions for sound planning are brought to fore by the process. An institution must have accurate and easily retrievable institutional data. Similarly, the institution should have some assurances of adequate resources to realize its goals.

The AIHEC/Old West Project was instrumental in gathering or developing the basic institutional data for planning purposes. The data coordinators were the catalysts for several of the colleges in organizing the data systematically for ready retrieval. The data coordinators also served as facilitators in inaugurating the planning effort among the different colleges at various levels such as the board of regents, the administrators, the faculties, and the students. For example, in two cases, the data coordinators played key roles in helping to write the status studies for their institutions in conjunction with their field research activities.

Institutional Planning

The nature of planning and management in colleges and universities is different now from what it was in the late 1960s and early 1970s -- particularly with respect to planning in a steady-state environment rather than one of rapid growth. This is true with reference to white institutions.

On the other hand, a good case can be made by the Indian colleges that they are only on the verge of an era of rapid growth for good reasons. First, their clientele or constituency is such that the demand for reservation-based postsecondary education will continue unabated; as the community colleges are able to expand their services and facilities, the demand pool will stimulate more growth. Second, the enactment of P.L. 95-471[18] creates a stable, legislatively mandated funding base for Indian

[18] Public Law 95-471, the Tribally Controlled Community College Assistance Act was enacted on October 17, 1978.

community colleges that is bound to enhance their institutional planning and accreditation activities, thereby promoting their continued development. Third, their potential role as change agents/technical assistance centers for their tribes in a time of self-determination manifests a meaningful purpose in ancillary functions such as economic development planning, centers for research, and repositories of tribal lore and history. And fourth, they have the potential, over the long run, to lead the way toward formulating a concept of education that includes the specifically Indian things of life – an Indian-driven concept of education based on Indian consciousness. All of these elements will combine to form a set of dynamic functions that can carry them along in an era of growth.

The ramifications for institutional planning on Indian reservations seem fairly clear. Planners for the community colleges must have a clear vision of the purpose, or mission, of the institution not only in terms of long-range plans but for the realistic, short-term, considerations as well. For instance, they must be alert to the myriad activities and functions that make up a community college and their role in coordinating a cogent set of development and operating plans for things such as: financial planning; facilities planning; academic planning; student services, to name a few. In addition to the basic aspects of institutional planning, the Indian colleges must work to the extent practicable with their tribal governmental entities in formulating a coordinated plan of reservation development in the context of strengthening the postsecondary education or training of the tribes' human resources.

The accreditation efforts or status of the eight colleges covered in this chapter are described in the following compendiums of data extracts, by institution. Similarly, their planning activities are delineated, and the analyses of their educational programs that address the specific research inquiry questions posed earlier in relation to those programs are presented.

AMERICAN INDIAN SATELLITE COMMUNITY COLLEGE

Winnebago, Nebraska

Accreditation. AISCC provides extension courses in affiliation with the Northeast Nebraska Technical Community College, Norfolk, which is a candidate for accreditation with the North Central Association of Schools and Colleges. As such, its program is approved by the Nebraska State Department of Education. The course credits received at AISCC are transferable to other colleges. AISCC has plans to move toward establishing its own independent accreditation status; e.g., the college is working on putting together the institutional status study required for application for accreditation candidacy.

Institutional Planning. The college develops its programs of study in close consultation with Northeast Nebraska Technical Community College; it also works with the designated representatives from the three tribes served on aspects of institutional planning. It is expected that the college's status study document will form the nucleus of its planning activities for long-range purposes. In the meantime, AISCC is pursuing pragmatic planning activities related to more immediate needs such as student services, community services, and limited financial planning.

Program Expectations and Curriculum Impact/Development. The expected educational outcomes of AISCC relate directly to its stated philosophy, purposes, and objectives. Individuals involved in planning the educational experiences to meet those expectations feel confident that such experiences do not diverge substantially from the expectations. This assessment has some subjectivity, but outside evaluations and/or student surveys tend to bear them out. On-site visits by staff members of the American Indian Higher Education Consortium have also confirmed that the college has been successful in meeting the general expectations of its students.

The curriculum designed to attain the college's educational outcomes must be weighed against the fact that AISCC's accredited program must adhere to the requirements set out by its parent campus. In that sense, AISCC curriculum planners face a built-in hurdle in their efforts to reconcile the curricula offerings with locally expressed priorities. In other words, until AISCC establishes its own accreditation status (or autonomy), its flexibility in designing curricula to meet community expectations will be constrained.

At AISCC a new curricular proposal begins with an analysis of course demand; such demand having been ascertained by appropriate surveys. The proposed course

is then translated into a course syllabus by local instructors and is forwarded to the Northeast Nebraska Technical Community College in Norfolk. In turn, the Board of Governors of Northeast Technical Community College considers the proposal and makes final disposition. On notice of approval, AISCC includes the course in its catalog of offerings.

CHEYENNE RIVER COMMUNITY COLLEGE
Eagle Butte, South Dakota

Accreditation. CRCC provides courses in affiliation with Northern State College, Aberdeen, which is a fully accredited institution – a member of the North Central Association of Schools and Colleges. Course credits received at CRCC are transferable to other colleges and universities. Cheyenne River Community College is actively pursuing the development of an institutional status study prior to applying for accreditation candidacy. The Old West project field data coordinator at CRCC was instrumental in formulating preliminary plans in this regard and in organizing the necessary data for the study.

Institutional Planning. CRCC's efforts in this area have been hampered by lack of adequate staff time and resources. It is expected that the institutional status study will be the basis on which future planning is carried out. CRCC presently relies on surveys of the community, faculty and staff, and other reservation program directors as an aid in institutional planning. In addition, CRCC must rely on outside technical expertise for adjunct planning purposes.

Program Expectations and Curriculum Impact/Development. The expected educational outcomes of CRCC relate to its philosophy, purposes, and objectives. The accredited educational program must be compatible with the requirements of Northern State College. Thus, in analyzing the relationship of the curriculum to the educational expectations of the college's clientele it is necessary to take the course credit dependency into consideration. Otherwise it is evident that the college's educational program does not diverge much, if any, in substance and priorities from the planned outcomes. The college does work closely with the tribal planners to help insure coordination of efforts; the new Tribal Chairman at Cheyenne River has established education as the number one priority of his administration. However, until CRCC establishes its own independent accreditation status, there will be some limitations on its ability to design curricula to fully meet its projected educational outcomes vis-a-vis community needs.

At CRCC, a new curricular proposal begins with an assessment by the college staff of community needs via various surveys. Proposed new courses are then cleared with the colleges' Board of Directors and submitted to the sponsoring institution for review and final approval.

FORT BERTHOLD COMMUNITY COLLEGE
New Town, North Dakota

Accreditation. FBCC offers courses in affiliation with Mary College, Bismarck, North Dakota, and to a limited degree with Minot State College. These institutions are fully accredited by the North Central Association of Schools and Colleges; course credits earned at FBCC are transferable to other colleges and universities. Fort Berthold Community College has developed an institutional status study and has submitted it to the North Central Association thereby being well on its way toward estabishing its own independent accreditation status, pending the required on-site evaluation by a visitation team and their subsequent recommendation.

Institutional Planning. At present, the institutional status study of FBCC forms the basis of its planning efforts. Additionally, the college has done some work in the area of Management Systems inventories in collaboration with professional consulting agencies and other Indian colleges. FBCC has also participated in financial planning training activities sponsored by the American Indian Higher Education Consortium, e.g., adaptation of cost simulation models and general grantsmanship.

Analysis of the Educational Program and Curriculum Impact/Development. The educational program at FBCC is consistent with the college's stated philosophy and objectives. Once the college establishes its own accreditation status, it will undoubtedly move more toward fully realizing its purposes as a tribally-chartered institution. At present the college must adhere to the requirements of the institutions it is affiliated with for course credits. In that sense, there are constraints on its flexibility in dealing with specific tribal needs in terms of accredited curriculum offerings. Consequently, the bulk of the college's academic program reflects a fairly standard curricula at the AA Degree level. As such, however, it does not diverge substantially from the educational expectations of its clientele.

At FBCC a new curricular proposal begins with a community needs assessment on which any new curriculum offerings are based. The proposed courses are then cleared by the college's Board of Directors and submitted to the sponsoring institution for final clearance. On notice of approval, the new courses are printed in the community college's catalog.

LITTLE HOOP COMMUNITY COLLEGE
Ft. Totten, North Dakota

Accreditation. LHCC is affiliated with Lake Region Jr. College for course credit purposes; the latter institution is fully accredited by the North Central Association of Colleges and Schools. Course credits earned at LHCC are transferable to other colleges and universities. LHCC has completed its institutional status study and submitted it to the North Central Association. One of the founding goals of the college was to become an independently accredited institution and it has worked diligently toward that end since its inception.

Institutional Planning. The college has used its status study as the core of its planning activities, augmented by external evaluations of its Title III - funded program; the American Indian Higher Education Consortium staff has also provided supplemental technical asssistance to LHCC particularly in the accreditation and financial planning areas. As a practical matter, the college has focused on short-term planning but it is aware of the need to engage in more systematic long-range planning activities. Limitations on staff time have impeded the planning efforts at LHCC somewhat.

Analysis of the Educational Program: Curriculum Impact/Development. The educational program of LHCC does not diverge substantially from the expectations of its clientele. It is at present a standard type of community college curriculum reflecting its association with the approved curricula offerings of Lake Region Jr. College, with the exception of those courses that deal with tribal-specific or general Indian Studies. Overall, it has been determined that the courses offered at LHCC are clearly related to the expressed functions of the college.

At LHCC a new curricular proposal begins with a review of the course offerings by the appropriate college center staff. If it is determined that any changes are needed, i.e., new courses, the proposed new courses are discussed with LHCC's Board of Directors. The next step is to submit the curricular proposal to Lake Region Jr. College, whose Curriculum Development Committee makes the final recommendations. On notice of approval, LHCC prints the new course offering in its catalog.

OGLALA SIOUX COMMUNITY COLLEGE
Pine Ridge, South Dakota

Accreditation. OSCC offers courses in affiliation with Black Hills State College, the University of South Dakota, and South Dakota State University. These latter institutions are fully accredited; as such, credits earned at OSCC are transferable to other colleges and universities. Following submission of an institutional status study to North Central, the college recently underwent an on-site evaluation by an accreditation visitation team. The preliminary recommendation of that team was positive and OSCC expects to receive official notification of its candidacy status in April 1979.

Institutional Planning. Over the years since 1970 OSCC has continually upgraded its planning capacity and activities. This process has been augmented by external evaluations such as those involved with its Title III program. In developing its instutional status study OSCC synthesized much of the planning efforts it has accomplished which is reflected in that document. Thus, in effect, the status study becomes a focal point of OSCC's continued institutional planning activities.

Analysis of the Educational Program & Curriculum Impact/Development. The educational program of the Oglala Sioux Community College is consistent with its stated philosophy and does not diverge in substance from the objectives set by institutional planners. A wide range of AA Degree programs are available that are designed to deal with specific reservation training needs. Therefore, it has been determined that the impact of the overall curriculum has been such that the general expectations of the college's clientele have been met quite adequately.

At OSCC a new curricular proposal usually begins with a community needs survey conducted by the administrative and community services staff of the college. The various departments are then requested to develop programs to meet the needs expressed in the surveys. The approval/clearance levels are: 1) the respective departments within the college; 2) the OSCC Board of Trustees; 3) the cooperating institutions; and 4) in some instances, the State Board of Regents. At times, the college has found this to be a somewhat cumbersome process; however, in view of its imminent independent accreditation status, OSCC is looking forward to a great deal more flexibility in developing its curricular offerings.

SINTE GLESKA COLLEGE
Rosebud, South Dakota

Accreditation. Sinte Gleska College is a Candidate for Accreditation with the North Central Association of Colleges and Secondary Schools at the Associate Degree - Granting Level; this status was achieved in April 1977. The college is also affiliated with the University of South Dakota; Black Hills State College; the American Indian Higher Education Consortium, and the American Association of Community and Junior Colleges.

Institutional Planning. Since inception of the college in 1970, its planning capability and efforts have been continually strengthened and upgraded, culminating in the institutional status study for accreditation. The college has developed a Master Plan which is also a focal point of its overall planning efforts. As one of the older, more established Indian institutions, Sinte Gleska has evolved a comparatively sophisticated planning capability that is conducive to insuring its continued success in providing quality postsecondary educational opportunities for the people of the Rosebud Sioux Reservation.

Analysis of the Educational Program and Curriculum Impact/Development. Sinte Gleska offers a broad range of course offerings and Degree Programs that are consistent with its stated philosophy and objectives. With its newly acquired accreditation status the college has more flexibility in designing programs to meet specific community needs while accelerating its advancement toward realizing its full potential as a tribally-chartered institution. It has been established that there is a clear relationship between the college's program offerings and the expectations of its clientele; variances in this relationship are not substantive.

At Sinte Gleska a new curricular proposal begins at the departmental level, from where it is presented to the Curriculum Development Committee of the college. The proposal is then passed on to the Academic Vice-President with appropriate recommendations; thence to the President for final approval. The recommendation of the Curriculum Development Committee usually prevails. The course approval process is handled primarily within the Sinte Gleska College system although in some instances where courses are provided through Black Hills State or the University of South Dakota the Academic Vice-Presidents or Curriculum Committees of those institutions are contacted immediately and course approval is handled in conjunction with them; this latter process at times involves final approval by the South Dakota Board of Regents.

STANDING ROCK COMMUNITY COLLEGE
Ft. Yates, North Dakota

Accreditation. Standing Rock Community College is a Candidate for Accreditation with the North Central Association of Colleges and Secondary Schools. It achieved this status in 1978; it is also affiliated with Bismarck Jr. College and the American Indian Higher Education Consortium.

Institutional Planning. As with the other more established Indian institutions, SRCC has evolved a comparatively sophisticated planning operation. This is augmented , in part, by external evaluations and/or outside consultants. The college has also participated in related activities sponsored by the Consortium such as financial planning, accreditation planning, and human resource training. At present, the college's institutional status study document serves as the focal point of its planning efforts; where applicable, the college also works with the planning arm of the Tribe in dealing with overall reservation development issues.

Analysis of the Educational Program and Curriculum Impact/Development. The educational program of SRCC is consistent with its stated philosophy and institutional objectives. The college's degree programs and course offerings reflect community needs as established by community and student surveys. With its newly established accreditation status, the college can look forward to full-fledged autonomy and the broader flexibility that such status entails in terms of developing academic curricula and vocational training programs that are geared specifically to community needs.

At SRCC a new curricular proposal begins with a communty needs survey. Based on the survey results, appropriate course syllabi are developed by the faculty concerned in consultation with the Academic Vice-President. These are then reviewed by the President, after which they are submitted to the Board of Trustees for final action. In those cases involving course credits through Bismarck Jr. College, the course proposals are reviewed by the Bismarck Jr. College Curriculum Committee; Standing Rock Community College has a representative on that Committee.

TURTLE MOUNTAIN COMMUNITY COLLEGE
Belcourt, North Dakota

Accreditation. Turtle Mountain Community College is a Candidate for Accreditation with the North Central Association of Colleges and Secondary Schools. It is also affiliated with North Dakota State University at Bottineau, and the American Indian Higher Education Consortium.

Institutional Planning. TMCC's status as a candidate for accreditation validates its institutional planning efforts and capability. As one of the more established Indian institutions, it has progressed substantially in its institutional planning as evidenced by the results of external evaluations of its programs. The college also conducts periodic assessments of its effectiveness through community and student survey techniques. It has also participated in related activities sponsored by the American Indian Higher Education Consortium in such areas as financial planning, accreditation planning, and human resource training. The college also utilizes outside expertise from time to time in its planning activities.

Analysis of the Educational Program and Curriculum Impact/Development. It is clear that the college's educational program offerings are consistent with the expectations of its clientele and with its stated philosophy and objectives. Again, this is reinforced by the college's recently acquired accreditation status which in turn should clear the way toward helping the college to achieve its full potential as a tribally chartered institution. TMCC is moving toward full fledged autonomy as one of the leading Indian community colleges in the nation. The impact of its curriculum offerings is having a positive effect on the reservations's educational levels among the people served by TMCC.

At Turtle Mountain a new curricular proposal begins with recommendations by community residents, students, or faculty. The course proposal is then discussed at length by the community college staff. If appropriate, a course syllabus is then developed by the department concerned. The proposal is then forwarded to NDSU/Bottineau, where it is considered by the Curriculum Committee. At that level, it is either recommended for approval as a "Special Topic" or as a regular course offering. If a regular course offering, the proposal must be cleared by the main campus of NDSU at Fargo, and in some instances, by the State Board of Regents. This has been a cumbersome process, often times taking up to two years. With its newly acquired accreditation status, however, TMCC is looking forward to implementing its own course approval process along similar lines but one that will be far less time-consuming.

CONCLUDING REMARKS

It is clear that the 1978 AIHEC/Old West project has been quite successful. Not only did the project meet the letter of the objectives laid out in the second year contract; it actually went well beyond in several instances. For example, it became apparent in the course of the study that tribal leadership expected the community colleges to take a much more active role in reservation development than had been anticipated. Consequently, the scope of work for Objective 2 was greatly enlarged; Chapters 3 and 4 of this report bear witness to this additional effort. It likewise became apparent during the study that Objectives 4 and 7, describing and enhancing the colleges' planning and accreditation efforts, offered an opportunity to accelerate the efforts of the colleges toward accreditation. Chapter 6 reflects this discovery, it presents a cogent analysis of the accreditation process and the steps it involves; this portion of the final report will be useful to every Indian Community college in the nation.

Not that problems didn't arise in implementing the project. As was pointed out in Chapter 1, the community colleges varied considerably in the efficiency with which they approached their field activities; not surprisingly, the older community colleges were more skilled. AIHEC central staff provided help. But frequent on-site visits to the colleges by the AIHEC Principal Investigator were impractical because of travel limitations in terms of budget and logistics. Moreover, it will be recalled that the 12 colleges participating in the project were specifically encouraged to adapt existing research methodologies to local needs and conditions. And, of course, the local institutions had primary control of the field activities.

Nevertheless, the project turned out very well. All 12 of the participating colleges are much more sophisticated regarding the research process and its importance to institutional planning and development than they were a year ago.

Moreover, in gaining this sophistication, they have succeeded in amassing a great deal of reservation data relevant to their own futures. This data has been collated by AIHEC central staff and profiled by institution in Chapter 5 of this report. While there are some variations, which reflect variations in the conduct of the field activities, all of the profiles present significant facts regarding the educational and economic situation on their respective reservations.

A similar analysis has been carried out in Chapter 6 for each of the 8 colleges in-

volved in reporting on their accreditation. (It will be recalled that of the total 12 colleges participating in the second year of the AIHEC/Old West project, only 8 --- those who participated in the first year --- were expected to describe and discuss their institutional planning and accreditation efforts.) And following the previously mentioned analysis of the total accreditation process, individual data compendiums are presented on the accreditation status of each of the 8 colleges undertaking this part of the total project.

But perhaps the most important outcome of the AIHEC/Old West project was the finding referred to earlier, tribal leadership in the Old West Region is looking to their community colleges to take a broader and more active role in overall reservation development. Obviously, the degree to which this notion is in the air varies from one reservation to another. But leadership on all of those reservations where the colleges have been established for several years see this as an emerging priority. Providing local reservation people with the training and education needed for employment and personal development will continue to be a major responsibility of the community colleges. But, to reiterate, more is desired. Tribal officials envision the college undertaking a more direct role in providing the technical assistance needed for overall reservation development.

Following an overview of reservation economic development, the barriers and the opportunities, Chapter 3 sketched out a number of specific roles the community colleges can anticipate being asked to play. These roles range from assisting in developmental planning, i.e., helping the Tribe sort through various "possibilities" for development; to providing managerial assistance, e.g., accounting systems, etc., to given tribal enterprises; to providing advice and technical assistance aimed at helping their respective tribes realize their developmental opportunities. Put simply, the community colleges are being envisioned as centers of resident expertise as their respective reservations move ahead. Self-determination is a necessary condition for meaningful reservation development, i.e., micro approaches which take account of both local resources and local wishes. But it is not a sufficient condition. Expertise, including a thorough understanding of the uniqueness of Indian reservations, is also needed. No other entity, Indian or non-Indian, is in the long run better qualified than the local community colleges to provide this expertise. To be sure, the colleges ---- particularly the newer ones ---- need to increase their resources in order to fully meet these new responsibilities. But that will come.

A Future AIHEC/Old West Project

Of course, the fact that tribal leadership recognizes the capabilities of their tribal

colleges and wishes to see these capabilities directly applied to overall reservation development is only a first step. Much remains to be done in order to turn this recognition and wish into an operating reality. The colleges have -- to varying degrees--much of the expertise needed to play various important roles in reservation development; moreover, as was pointed out earlier in the report, even in those instances where the local college lacks the specific expertise needed for a given project, it is in a position to work with an outside consultant to ensure that local reservation conditions are taken into account.

But how can these college resources be brought to bear on tribal development? How can the community colleges interface with tribal leadership and existing tribal planning and programming? It will be recalled from Chapter 4 that there are already a number of tribal offices involved either formally or informally in the planning and programming process. Is there room for another? Undeniably, as tribal officials would be the first to admit, this proliferation of planning programs has not always been in the best interest of overall reservation development; local program rivalries have actually hindered development.

So how best can community colleges enter into this situation? Obviously, the colleges can provide specific technical assistance to the different programs. But would it be possible for the colleges to provide not only specific technical assistance, e.g., project analysis, to the various programs, but also to provide over-reaching coordination that will ensure all the various planning and programming efforts on the reservation are moving in the same direction?

Clearly it is possible to think of various ways of answering the above questions; of realizing these goals. For example, it is not inconceivable that the colleges might well work directly with their tribal governing bodies to ensure that the planning and programming efforts of the different tribal offices are compatible with one another; or again, the colleges might become the Tribe's central office for evaluating and passing on all technical assistance.

There are many ways the community colleges could provide the kind of direct expertise and assistance tribal leadership is seeking. But it does not seem worthwhile to discuss them here. For it is not obvious what the best delivery system would be. Furthermore, it is very likely that the "best delivery system" will differ from one reservation to another.

So it would seem that a third AIHEC/Old West project is in order. Structurally,

this project would look much like the first two projects; it would involve the AIHEC central office and the community colleges in the Old West Region. But, of course, its purpose would be quite different. No longer would the concern be with a wide range of general objectives aimed predominantly at assisting the colleges and only indirectly at reservation development. The purpose, i.e., objective of this third AIHEC/Old West project would be very specific. The purpose would be to develop specific means, including standardized procedures, whereby the individual community colleges would undertake the role of providing the diverse expertise needed by their tribes in the development process. The purpose would be to formally position the colleges so they could provide the help needed to accelerate the development process on their respective Old West Indian reservations. It goes without saying that the nature of the arrangements for achieving this purpose would be likely to differ from one reservation to another. But the outcomes would be the same. The close of the project would find the Old West community colleges formally positioned to provide direct assistance in development to their respective tribes.

Conceivably, a third AIHEC/Old West project seems like the logical culmination of the Old West relationship with the Indian community colleges; indeed, it could well become the primary payoff for the first two projects. The Old West Regional Commission has provided some very significant assistance to the community colleges in the Region over the past two years. It has helped accelerate the development of these colleges; it has been very important in moving all of the colleges towards accreditation, and some into accreditation candidacy status. But as a result of these efforts of the first two years, new community college possibilities have become apparent: namely, greatly expanded community college roles. A third AIHEC/Old West project would help to make these possibilities, realities. This outcome would be of great benefit not only to the colleges, but to their respective reservations. It would also seem completely in keeping with the Old West Regional Commission's mandate for regional development.

AGENDA

OLD WEST PROJECT ORIENTATION

Golden Buff Motor Lodge - Boulder, Colorado

Tuesday, April 11th

All Day Arrivals from Stapleton

Motel Registration

Free Time

7:00 p.m. - Meet in Motor Lodge Conference Room

Introductions

- Russel L. Barsh, J. D. - Univ. Of Washington, School of Business Administration

Topic: THE OLD WEST RESEARCH EXPERIENCE AS IT RELATES TO THE COMMUNITY COLLEGE'S ROLE IN ECONOMIC DEVELOPMENT ON THE RESERVATION

Discussion/Questions

9:00 p.m. - Recess for evening of unplanned merriment!

Wednesday, April 12th

9:00 a.m. - Meet in Motor Lodge Conference Room

Coffee, Breakfast Rolls

- Leroy Clifford,Executive Director, AIHEC

WELCOMING ADDRESS

- David Lee, AIHEC Controller

Topic: PER DIEM CHECKS, ADMINISTRATIVE DETAILS: PAYROLL INFORMATION, OFFICE PROCEDURES, RULES AND REGULATIONS FOR OLD WEST PROJECT

Appendix 1

Wednesday, April 12th (continued)

- Roberta M. Wilson, Old West Project Director

  Topic: PROJECT HISTORY, OVERVIEW: LEGISLATIVE UPDATE, INSTRUCTIONS ON CONTRACT, LETTER OF AGREEMENT

LUNCH

2:00 p.m. - Bea Medicine, Anthropologist - University of Wisconsin

  Topic: COMMENTS ON ANALYZING LAST YEAR'S PROJECT DATA; HOW DO FDC'S DEFINE "RESEARCH"?

  Discussion

5:00 p.m. - Recess for another evening of fun and games in Boulder!

Thursday, April 13th

9:00 a.m. - Meet in Motor Lodge Conference Room

  Coffee, Breakfast rolls

- Dr. Raymond Schultz, Prof. of Higher Education - University of Arizona

  Topic: SURVEY/NEEDS ASSESSMENT INSTRUMENTS TO BE ADAPTED ON PROJECT

  Discussion/Questions

LUNCH

1:30 p.m. - Virgil R. (Rick) Nichols, AIHEC Director of Accreditation

  Topic: COMMENTS ON LAST YEAR'S PROJECT; OVERVIEW OF ACCREDITATION, FORD PROJECT

  Discussion/Questions

Close of Orientation

- Return home safely!

Therese

Roberta Mary Rose Therese

Roberta

Mary Rose

1978 AIHEC/OLD WEST PROJECT

Participating Colleges & Field Data Coordinators

American Indian Satellite Comm. Coll.
P. O. Box 752
Winnebago, Nebraska 68071
Tel: 402/878-2414
Blanche Harvey - FDC

Blackfeet Community College
P. O. Box 55
Browning, Montana 59417
Tel: 406/338-7325
James Hirst - FDC

Cheyenne River Community College
P. O. Box 707
Eagle Butte, South Dakota 57625
Tel: 605/964-8635
Ronald Lee - FDC

Dull Knife Memorial College
P. O. Box 206
Lame Deer, Montana 59043
Tel: 406/477-6210
Raymond Spang - FDC

Fort Berthold Community College
P. O. Box 765
New Town, North Dakota 58763
Tel: 701/627-4738
Myra Snow - FDC

Fort Peck Community College
P. O. Box 575
Poplar, Montana 59255
Tel: 406/768-5106
Wilbur Red Tomahawk - FDC

Little Hoop Community College
P. O. Box 147
Fort Totten, North Dakota 58335
Tel: 701/766-4415
Alice Kimmerly - FDC

Oglala Sioux Community College
P. O. Box 439
Pine Ridge, South Dakota 57770
Tel: 605/867-5815
Calvin Janis - FDC

Sinte Gleska College
Rosebud Sioux Reservation
Rosebud, South Dakota 57570
Tel: 605/747-2263
Everdale Wright - FDC

Sisseton-Wahpeton College Center
P. O. Box 262
Sisseton, South Dakota 57262
Tel: 605/698-3911
Zelda Betoney - FDC

Standing Rock Community College
P. O. Box 450
Fort Yates, North Dakota 58538
Tel: 701/854-3861
William Grueskim - FDC

Turtle Mountain Community College
P. O. Box 340
Belcourt, North Dakota 58316
Tel: 701/477-5691
Edward Johnson, Sr. - FDC

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